



## College of the Canyons Academic Senate

May 11, 2017 3:00 p.m. to 4:50 p.m. BONH 330

### A. Routine Matters

1. Call to order
2. Public Comment

*This portion of the meeting is reserved for persons desiring to address the Academic Senate on any matter not on the agenda. No action will be taken. Speakers are limited to three minutes.*

3. Approval of the Agenda
4. Approval of the Consent Calendar

Academic Senate April 20, 2017 (pg. 3)	Curriculum Summary May 4, 2017 (pg. 11)
Professional Development, March 27, 2017 (pg. 17)	CASL April 12, 2017 and April 26, 2017 (pg. 20)
Program Review Summary March 22, 2017, April 12, 2017 and April 26, 2017 (pg. 21)	Program Viability March 16, 2017 and April 27, 2107 Summary (pg. 22)
<b>Election Results for At Large Senators:</b> Deanna Riveira, Benjamin Riveira, Erika Torgeson, Jennifer Paris, Sab Matsumoto and David Brill 7/01/17 to 7/01/19	<b>Faculty Appointments to Selection Committees:</b> Sherrill Pennington, Michael Dermody, John Varga, Brent Riffel, Juan Buriel, Kathy Flynn, Tina Waller, Adina Carrillo, Anh Vo, Mary Corbett, Rachael Houghton, Sandy Carrol, Deborah Klein and Erika Torgeson, Jason Oliver, Daniel Otto, Mary Powell, Eric Arnold. Jeff Baker, Victor Corona. Charlie Johnson.
<b>Faculty Appointments to Committees:</b> Gary Quire, SLO Committee Ricardo Rosales and David Michaels, Interdisciplinary Committee, Co-Chairs	<b>Discipline assignment,</b> Robert Wonser, Sociology (pg. 43), Samuel Bolanos, Computer Information Systems (pg. 44), Computer Service Technology Mary Angelino, English (pg. 45)

### B. Reports

1. Academic Senate President's Report, Rebecca Eikey (pg.48)
2. Vice President's Report/Plenary Report, Jason Burgdorfer (pg. 52)
3. Program Review/eLumen Update, Jason Burgdorfer
4. Plenary Report:

Regina Blasberg (pg. 53)	Kimberly Bonfiglio (pg. 55)
--------------------------	-----------------------------

### C. Action Items

1. WICHE Passport, Paul Wickline (pg. 56)  
[https://www.canyons.edu/Offices/AcademicSenate/Documents/Interstate%20Passport%20Project%20Presentation%20to%20Academic%20Senate\\_4-20-17.pdf](https://www.canyons.edu/Offices/AcademicSenate/Documents/Interstate%20Passport%20Project%20Presentation%20to%20Academic%20Senate_4-20-17.pdf)
2. COC CCIE Grant Proposal and CCIE 2017 Institutional Grants, Jia-Yi Cheng-Levine (pg. 60)
3. Part Time Faculty MQE (pg. 67)

### D. Discussion Items

1. AP 4023 Academic Departments, Rebecca Eikey (pg. 73)
2. AP 7121 Minimum Qualifications and Equivalencies, Aivee Ortega (pg. 75)
3. Revisions to the Online Teacher Qualifications, Brian Weston (pg. 86)

4. AB 798 College Textbook Affordability Act-OER, Erin Barnthouse (pg.90)
5. IEIP Indicators, Preeta Saxena and Catherine Parker (pg. 91)

#### **E. Unfinished Business**

1. Climate Survey (Lisa Hooper, Rebecca Eikey and Wendy Brill-Wynkoop)
2. Consideration of Armed Presence on Campus (ongoing)
3. Adjunct Faculty Discipline List (HR)

#### **F. New Future Business**

*Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.*

1. Program Viability Standing Procedures
2. CASL Committee Charter
3. Curriculum Committee Procedures
4. Archiving of Deletion Courses

#### **G. In Committee**

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
BP3105 Establishment Approval or Review	AP 7120 Recruitment and Selection
Revision of Policies	BP 5055 Enrollment Priorities
Credit by Exam, BP 4235 – Phase 2	Drone Policy
Grades BP 5900	Student Discipline (multiple policies)
BP 5030 Fees	

#### **H. Announcements**

- COC Guided Pathways Retreat, May 19<sup>th</sup>, from 10:00 am to 1:00 pm with Dr. Rob Johnstone, member of the CA Guided Pathways Project Advisory Committee and Found of the National Center for Inquiry & Improvements RSVP Audrey Green by Monday, May 15<sup>th</sup>
- Deliberative Dialogue Campus Culture and safety, May 24<sup>th</sup>, 2:00pm. to 4:00 pm, RSVP by May 19<sup>th</sup> [CivicEngagement@canyons.edu](mailto:CivicEngagement@canyons.edu)
- ASCCC Faculty Leadership Institute June 14 – 17, 2017, Sacramento
- ASCCC Curriculum Institute July 12 – 15, Riverside
- Academic Senate Retreat, August 24, 2017, 3:00 p.m. to 4:30 p.m. BONH 330

#### **I. Adjournment: .**

If you need a disability-related modification or accommodation (including auxiliary aids or services) to participate in the public meeting, or if you need an agenda in an alternate form, please contact the Academic Affairs Office at College of the Canyons at least 48-hours before the scheduled meeting.

## Academic Senate Summary for April 20, 2017

Voting Members					
Senate President	Rebecca Eikey	A	SBS Senator	Rebecca Shepherd	X
Vice President	Jason Burgdorfer	A	Business Senator	Gary Collis	X
Immediate Past President	VACANT		Learning Resources Senator	Erin Barnthouse	A
Curriculum Chair	Lisa Hooper	X	At Large Senator	Chelley Maple	A
Policy Review Chair	Michael Dermody	X	At Large Senator	David Martinez	X
AT Senator	Regina Blasberg, Lee Hilliard	X	At Large Senator	Deanna Riveira	X
MSHP Senators	Mary Bates	X	At Large Senator	Michael Sherry	X
VAPA Senator	Wendy Brill-Wynkoop, Dave Brill	X	At Large Senator	Saburo Matsumoto, Marlene Demerjian	X
Student Services Senator	Garrett Hooper	X	At Large Senator	Benjamin Riveira	X
Humanities Senator	Tracey Sherard	X	Adjunct Senator	Kimberly Bonfiglio, Aaron Silverman	X
Kinesiology/Athletics Senator	Philip Marcellin	X	Adjunct Senator	Mercedes McDonald	X
			Adjunct Senator	Noemi Beck-Wegner	X

Non-voting Members	
Dr. Buckley	X
Lita Wangen	X
Dan Portillo	
Dr. Wilding	
Brenda Plong	A

Guests	
Barry Gribbons	Teresa Ciardi
Paul Wickline	Jim Temple
Aivee Ortega	Eric Harnish
Ji-Yi Cheng-Levine	

### A. Routine Matters

1. Call to order: 3:10 p.m.
2. Public Comment: None
3. Approval of the Agenda: Motion to approve the agenda, Aaron Silverman, seconded by Michael Dermody. Unanimous. Approved.
4. Approval of the Consent Calendar: Motion to approve the consent calendar, Michael Dermody, seconded by Mary Bates. Unanimous. Approved

Academic Senate March 23, 2017 (pg. 3)	Curriculum Summary March 30, 2017 (pg. 11) and April 13, 2017 (pg.14)
CASL Summary February 22, 2017 (pg. 16) and March 22, 2017 (pg. 16)	Faculty Appointments to Selection Committees: Kevin Anthony, Chris Blakey, Ron Dreiling, Anne Marenco, Pierre Etienne, Andrew Jones-Cathcart, Michael Dermody, Majid Mosleh, Aivee Ortega, Patricia Garcia
Faculty Office Assignment Policy (pg. 17)	CPT faculty appointment, Justin Lundin, Athletics P/E
CETL Steering Committee Operating Procedures, Ron Dreiling and Brent Riffel (pg. 23 )	

### B. Reports

1. IEPI PRT Noncredit Visit, Lisa Hooper

A team of experts in noncredit came to the college last week. They collected information regarding how we are envisioning implementing noncredit at the college and reviewed those practices that we have in place. The team consisted of a college president; a Deputy Sector Navigator, and a couple of experts in noncredit curriculum. The curriculum representatives were from North Orange County and San Diego. North Orange and San Diego have a separate functioning colleges for noncredit. Their model was not what we envisioned. We are going to have to get more information from an embedded version where noncredit and credit live together in the same district. The best example represented locally is Mt. SAC. We are going to try and send a team of individuals on May 26 to Mt. SAC to observe how they do things there. Between the PRT team visit and the visit to Mt. SAC, we will have a better idea of how to proceed with noncredit going forward. Dr. Buckley made a modification. He stated that noncredit entities are not formally colleges. Barry Gribbons stated that the second visit from the team would be giving us some options to consider. At the second visit we will start drafting an Innovation Effectiveness Plan which is about two pages. Once that is done we also have the ability to request a grant for about \$200,000 to implement anything in the Innovation Effectiveness Plan.

2. ASG Report, Tabitha Kumar N/A

3. Minimum Qualifications, Aivee Ortega

Aivee attended the ASCCC Regional Minimum Qualifications and Equivalencies workshop on March 10<sup>th</sup>. Everyone that was there was expecting to address the CTE issue and how to get more faculty involved in CTE and that was not discussed. They are making this a local issue. Instead they went over what minimum qualifications are. They looked at each schools equivalencies and processes. This was great because it prompted us to look at our own process for equivalencies.

We have been asked by HR to consider having this discussion here at the college. No decision has been made. They are asking us to “start the discussion about Eminence”. Aivee has asked the committee to go to their schools hoping for some feedback from other disciplines. The question that is being asked is would they like to have an Eminence Policy. We want to get the discussion out there. You have the option of opting out. Also what would the criteria for Eminence look like? **Please email Aivee Ortega with your feedback.** She will collect the data and present this to the committee. Aivee also has some examples of districts language on Eminence and she will send that to the Senate office.

4. Makerspace Grant Steering Committee, Teresa Ciardi

Teresa is here to gather information from faculty on their needs for MakerSpace so that it becomes useable for faculty. Perhaps an augmentation to the course or an idea for course. She is one of the three that are helping with the grant hopefully to make MakerSpace viable, sustainable, provide the equipment that is needed, materials that are needed and training. **Please contact Ron McFarland:**

- How do faculty take advantage of Makerspace?
- What is the Process?
- What time and how many hours you want to use the space?
- What you want to do?

5. Commencement Committee, Michael Dermody

A letter will be going out next week from the bookstore regarding renting academic regalia for full-time faculty and adjunct faculty. We will be starting at 8:00 am which is thirty minutes earlier hopefully to avoid the heat. We will not be meeting up at Aliso instead we will be meeting down in Hasley Hall. We will start at Hasley and come straight up the walk way. We will have an honor guard. The stage will be rotated so that it perpendicular to the walk way. We will have graduates coming up both sides to speed the process up. To have the focus on the students we will not have any retiree recognition. There are no tickets on the number of guests you can have. Some other points to consider do we want to change the morning ceremony to an evening ceremony? Do we want to consider changing the venue from Honor Grove to the football stadium? **Send Michael Dermody any feedback you have.**

## 6. Intranet Changes, Jim Temple

Last fall the Committees on Committees met. They had a conversation to update the committee directory. They got a list of criteria from the people who attended the meeting. An inventory sheet came in from all the committee on what their committee does, how they are setup, who do they report too, and how they are connected to the Decision Making Guide. The committee then created a new committee site. At their second meeting they got some additional feedback. They were able to implement a little of the additional information they had received. There is a lot more they will be doing in Phase II and Jim will send that to Lita for distribution to the senators. Jim showed us the old site and the new updated responsive site. They are also working on the main site to update as well. The committees are broken down by year. You can use the filter to decide what year you want to look at. You will see all the agendas and minutes. The members on the committees all have a link so you are able to get ahold of them. The member list is maintained by the committee chair. If there were any resources that were handed out at a specific meeting they will also be available to see. **Any questions please contact Jim Temple.**

## C. Action Items

1. Endorse Center for Civic Engagement's Deliberative Dialogue: Campus Culture and Safety. Motion to approve Mary Bates, seconded by Philip Marcellin. Unanimous. **Approved**
2. Endorse the Board of Trustee's Resolution No. 2016/17-19: Commitment to Creating a Welcoming Campus Environment Where All students Feel Valued: Motion to approve Rebecca Shepherd, seconded by Michael Dermody. Unanimous. **Approved**
3. Resolution to Support Students in an Uncertain Political Times: Motion to approve Garrett Hooper, seconded by Aaron Silverman. Unanimous. **Approved**.

## D. Discussion Items

### 1. WICHE Passport, Paul Wickline

We received an award to explore the possible development of a passport blocks. There has been a considerable amount of work by faculty to develop these passport blocks. The Western Interstate Commission Higher Ed (WICHE) passport is now a national project. It involves almost 16 states across the country. The whole idea for the passport was to create a seamless ability for students to transfer across state lines beyond using course to course articulation. It is based on multi-state faculty agreement on learning outcomes which are called Transfer Proficiency Criteria. We had faculty from seven states across the WICHE region come together to develop those outcomes. And then they took those outcomes and sent them out to various constituents at their institutions. Ann Lowe, Rebecca Eikey and Paul Wickline were participants in their respective areas. The goal is to accelerated and streamline transfer by eliminating unnecessary repetition of academic work after students transfer. This is rolled out in a five-year span and participation is voluntary. We are not under any obligation to become a WICHE passport school. The ultimate goal is student completion. It is really about student success and completion. Passport is designed to allow students to transfer and not repeat lower division general education courses at other passport institutions. Here are some facts to back this up:

- 33% of our students transfer before graduation.
- 14.5 of those with Bachelor's degrees start their studies in another state.
- Only 58% of those that transfer are able to bring all or most of their credits with them.

The project was really developed to try and avoid this. This is a perfect example of what course to course articulation looks like across state lines. We have more states coming on and this is becoming quite a national movement.

The faculty developed a pathway that we could submit to WICHE as evidence that we have completed our piece of the deliverable if we chose to become a Passport institution. Ideally institutions should have

the ability to do a query and identify whether a student has met the requirements of the passport or not. One of the requirements is you have to notify the student if they have met the requirements for the passport or not. We currently do not have that ability. We cannot do a query in our system to identify a pattern of courses a student has taken. Paul is working with MIS to solve that.

Paul worked with the faculty early on the process to create options for the passport project. Menu A is the single course option for each of the blocks that meet the passport outcomes. If we choose to become a WICHE institute, we could look at pathways and look at other alternatives that students could take courses that meet the passport requirements in other areas and we could create potential pathways. Paul will be submitting this to WICHE in late May that he has some recognition from our Senate is that in Menu B we meet the requirements. This will come back as Action.

2. IEPI Indicators and ACCJC Institution Set Standards, Barry Gribbons

Barry went over the Set Standards that were in the agenda and listed below. All of this has to be done and approved by June 15<sup>th</sup>. They will be visiting the groups twice and bring back and suggestions or changes to the senate. This will come back as discussion.

College of the Canyons Institution-Set Standards (ACCJC) and Institutional Effectiveness  
Partnership Initiative (IEPI) Goal Setting Process for 2016-17

**Background:**

There are several major efforts that involve the use of indicators by California Community Colleges. Three of these efforts include Accountability Reporting for the Community Colleges, the Institutional Effectiveness Partnership Initiative (IEPI Indicators), and the Accreditation Commission for Community and Junior Colleges (ACCJC) Institution Set Standards.

California State Assembly Bill AB1417 (Pacheco) established the Accountability Reporting for the Community Colleges (ARCC) program that required the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor a workable structure for annual evaluation of community college performance in meeting statewide educational outcome priorities. A set of indicators was developed and results for College of the Canyons have been presented to the SCCC Board of Trustees, Academic Senate, College Planning Team, (IE)<sup>2</sup> and the Classified Senate annually. The set of indicators has been revised and is commonly referred to as the Student Success Scorecard or ARCC 2.0. The following are the revised set of indicators:

- Completion (earning a degree or certificate; transferred, or became transfer prepared),
- Persistence (three consecutive terms),
- 30 Units (completing 30 units),
- Remedial (progression from basic skills to college level),
- Career Technical Education (earning a degree or certificate; transferred, or became transfer prepared for career technical education),
- Skills Builder (median percentage change in wages for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate),
- Career Development and College Preparation (of the CDCP qualified students, those who earned a degree or certificate; transferred, or became transfer prepared, or CDCP certificate),
- Completion of transfer-level math or English in 1 and 2 years (new this year), and
- Degree and certificate completion.

The first four indicators above are also disaggregated by whether or not the students were prepared for college level courses. While the purpose of ARCC, as is indicated in its name, is accountability, the information is useful for internal planning purposes and is considered in combination with the other two efforts: IEPI Indicators and ACCJC Institution Set Standards.

#### **Timeline:**

The timeline for reviewing the Student Outcome related metrics is as follows (Please note that PAC-B reviews and set the targets for the fiscal indicators associated with IEPI):

- (IE)<sup>2</sup>: March 14, April 11 and May 9
- College Planning Team: April 17 and May 15
- Academic Senate: April 20 and May 11
- Classified Senate: April 18 and May 16
- Board of Trustees: June 14

**Supporting documentation for the Scorecard and IEPI metrics:**

*Scorecard Definitions:*

[http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2\\_0/Profile%20and%20College%20Specs%20jan%202017%20d](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Profile%20and%20College%20Specs%20jan%202017%20d)

*IEPI Definitions:* <http://extranet.cccco.edu/Portals/1/InstitutionalEffectiveness/Year-Three%20Defs%20and%20Guide/Definitions%20for%20Student%20Performance%20and%20Outcomes%20Metrics.Final.pdf>

*IEPI Information:* <http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

3. ASCCC Resolutions

Lisa stated that Rebecca has asked if anyone wants to weigh in on any of the resolutions that she is currently attending at the Plenary to please contact her. Lisa will give you her cell number if you would like to contact Rebecca on any of the resolutions.

4. Policy Development Update and BP 5532 Student Grievance, Michael Dermody

Michael gave an update on what the policy committee does. As policies, board procedures, and administrative procedures come up for review they come to the Senate policy committee. We do two things with them. We tear them apart because we are looking for what impact does this have on educational processes. We are the first filter for the 10+1 shared governance standards that fall under the faculty domain and for policies that may not fall under the 10+1. We are concerned about general readability. We then make a recommendation to the Academic Senate President if this is part of the 10+1 or not. Afterward our recommendations to the College Campus committee. Where you have input from Senate, Classified, Associated Government and different Administrative groups. We work through the policies. Then the policy may be sent to the original author or sent to the board. The board approves it once. It comes back for a second reading. We had a college policy meeting yesterday.

We looked at board policy on Elections. It is not part of the 10+1. These are changes that came about of some law suits that made change the structure of our board of trustee. Instead of being elected at large they are elected by trustee area. This is the law we had to change the policy. We just worked on the policy for

Flags. When should they fly at half-staff? This one has not been changed in about 15 years. . This one is not 10+1. We made some suggestions. With the changes this one is going to the board.

Policy 5330 Student Fees. Because of changes in the law we had to make some changes as most our fees did not reflect the fact we have non-credit students. Most of the fees just assumed everybody was a credit student. This one was poorly written and will come to us more of general information, but it is really impacted by changes in the law.

Financial Aid. There are some legal changes. The Senate did some research and found out there is "Bob" waiver that most schools have in their college policies, but we do not have that. The Senate thought this was a good idea to include this. It was sent to the head of financial aid who said it was a good idea. The California Community College League has a data base of every possible board policy so instead of



reinventing the wheel they will rely on these and adopt these and make these adjustments specifically for COC.

Enrollment Policy. This one does have 10+1 implications, however, some of these are so small. We are adding Foster Youth, First year Promised to the enrollment priority. We will bring this one back to Senate for full review.

Drone Policy or Unmanned Aircraft System Policy. This was discussed at the Senate Committee and College Policy Committee. The procedures could have an impact on the educational program. If we wanted to offer a non-credit course in helping people get a license for this. There is a lot of educational implications as well as district concerns. This policy needs to be looked through in great detail. Also there is an insurance concern. We have been hearing from other community colleges that if you don't have a policy on drones and there is an incident we are not going to cover you. COCFA feels there may be some overlap particularly with the use of cameras. Our recommendation is we have a very broad policy that says we will follow the law and then the procedures we can take some time with them.

BP 5532 Student Grievance Policy. This policy is more of what it does not cover. It is a generic policy. This policy does not apply to challenge of process for prerequisites, co-requisites, advisories and limitations on enrollment. Our question is what you would use this policy for. The committee thinks it needs a lot of rewording and cleaning up. The committee is taking a very detailed look at the student policies. Literally tearing them apart trying to re-build them because those are truly are a patch work that there is a lot of safety issues that they do not address. Academic problems in the classroom

5. COC CCIE Grant Proposal and CCIE 2017 Institutional Grants, Jia-Yi-Cheng-Levine

**Purpose:** The key elements to increasing international education at our colleges are the availability of programs and the building of a cohort of leadership. Hence, the purpose of these grants is to provide start-up funding for institutions wanting to either create a new international program or augment an existing international program. In the process, we will develop a new cohort of CCIE international education mentors. ¶

¶ Each year, CCIE Institutional Grants will be competitively awarded to assist colleges overcome institutional barriers by better planning and implementing international education programs. Up to \$3,000 will be awarded to a CCIE member college that is current with their dues. ¶

Jia-Yi came to the senate to ask for their support with this proposal. She went over the proposal application. This item will come back as Action.

#### **E. Unfinished Business**

1. Climate Survey (Lisa Hooper, Rebecca Eikey, and Wendy Brill-Wynkoop)
2. Consideration of Armed Presence on Campus (ongoing)
3. Adjunct Faculty Discipline List (HR)
4. Discipline Memos Mary Angelino and Robert Wonser

#### **F. New Future Business**

*Request to place an item for a future agenda is welcomed. Below is a list of topics that will be discussed at a future business date.*

1. Program Viability Standing Procedures
2. Archival/Deletion of Courses Lisa Hooper would like this added 4/20/217

#### **G. In Committee**

Here is a list of policies that the Policy Review Committee is working on in the event someone would like to attend. Please contact Michael Dermody if you would like to be informed when one of the specific items below will be discussed in committee. Policy Review meets every Thursday from 1:30 – 3:00 pm in BONH 330.

Faculty Office Allocation Policy Phase 2	Use of Cameras on Campus
BP3105 Establishment Approval or Review Revision of Policies	AP 7120 Recruitment and Selection
	BP 5055 Enrollment Priorities
Credit by Exam, BP 4235 – Phase 2	Drone Policy
Grades BP 5900	Student Discipline (multiple policies)
BP 5030 Fees	

#### H. Announcements

- ASCCC Spring Plenary April 19 – 22, 2017, San Mateo
- We were accepted into the California Guided Pathways Project  
– COC Guided Pathways Retreat April 21 at the Instructional Advisory Council  
<https://www.caguidedpathways.org/>
- CTE Leadership Institute May 5 – 6, 2017, San Jose
- Building Bridges and Programs Developing and Sustaining a Culture of Noncredit, May 4-5, Sacramento
- Faculty Leadership Institute June 15 – 17, 2017, Sacramento
- Curriculum Institute July 12 – 15, Riverside

I. **Adjournment:** 4:55 p.m.

II.

# CURRICULUM COMMITTEE SUMMARY

May 4<sup>th</sup>, 2017 → → → 3:00 pm -- 5:00 pm → → → Bonelli Hall 330

**Members Present:** Patrick Backes -- Curriculum & Articulation Coordinator (Non-voting); Mary Bates -- Mathematics, Science and Health Professions; Erin Barnhouse -- Learning Resources; Tricia George -- Humanities; Substitute for Audrey Green -- Administrative Co-Chair; Lisa Hooper -- Faculty Co-Chair; Rhonda Hyatt -- Kinesiology, Physical Education & Athletics; Julie Jacobson -- Enrollment Services; Susan Ling -- At-large member; Anne Marenco -- Social and Behavioral Sciences; Saburo Matsumoto -- At-large member; Cindy Stephens -- At-large member; Rebekah Villafana -- Adjunct Representative; Lori Young -- Business

**Members Absent:** David Brill -- Visual and Performing Arts; Steve Erwin -- Admissions and Records (Non-voting)

**Motion to amend the May 4<sup>th</sup>, 2017 Curriculum Committee Agenda to include the Technical Change for SPAN 101H; Motion by Julie Jacobson, second by Mary Bates. All in favor: Unanimous.**

## NEW COURSE PROPOSALS -- FINAL READ

The need for the following new course proposals was approved at previous Curriculum Committee meetings. These course outlines were reviewed through a technical review process and will now be reviewed by curriculum committee. The authors are not required to attend this meeting to represent these new course proposals.

Subject & Number	Title	Description of Action	Author	Effective
FIRETC-210A	Company Officer 2A: Human Resource Management for Company Officers	2 units, 40 hours lecture, <b>New SLO</b>	K. Kawamoto	TBD
FIRETC-210B	Company Officer 2B: General Administrative Functions for Company Officers	1 units, 20 hours lecture, <b>New SLO</b>	K. Kawamoto	TBD
FIRETC-210C	Company Officer 2C: Fire Inspections and Investigation for Company Officers	2 units, 40 hours lecture, <b>New SLO's (2)</b>	K. Kawamoto	TBD
FIRETC-210D	Company Officer 2D: All-Risk Command Operations for Company Officers	2 units, 40 hours lecture, <b>New SLO</b>	K. Kawamoto	TBD
FIRETC-210E	Company Officer 2E: Wildland Incident Operations for Company Officers	2 units, 40 hours lecture, <b>New SLO</b>	K. Kawamoto	TBD
FIRETC-211A	Instructor I: Instructional Methodology	2 units, 40 hours lecture, <b>New SLO</b>	K. Kawamoto	TBD

NC.BCSK-110	GED Preparation -- Math/Science	0 units -- noncredit, 42 hours lecture, 20 hours lab. <b>New SLO</b>	S. Priera	TBD
NC.BCSK-120	GED Preparation -- Language Arts/Social Studies	0 units -- noncredit, 42 hours lecture, 20 hours lab. <b>New SLO's</b>	S. Priera	TBD
NC.CON.S-100A	Introduction to Construction Technology (Structural)	0 units -- noncredit, 9 hours lecture, 54 hours lab. <b>New SLO's (2)</b>	E. Arnold	TBD
NC.CON.S-100B	Introduction to Construction Technology (Non-Structural)	0 units -- noncredit, 9 hours lecture, 54 hours lab. <b>New SLO's (2)</b>	E. Arnold	TBD
SIGN-114	Socializing and Supporting People who are Deaf-Blind	4 units, 72 hours lecture, <b>New SLO. New prerequisite of SIGN-103. New DLA</b>	D. Sison/B. Applena	TBA
SOCI-104	Introduction to Social Justice Studies	3 units, 54 hours lecture. <b>New SLO, New DLA</b>	A. Marenco	TBD

**Motion to approve FIRETC-210A, FIRETC-210B, FIRETC-210C, FIRETC-210D, FIRETC-210E, FIRETC-211A, NC.BCSK-110, NC.BCSK-120, NC.CON.S-100A, NC.CON.S-100B, SIGN-114, and SOCI-104; Motion by Mary Bates, second by Rebekah Villafana. All in favor: Unanimous.**

## NEW PROGRAM PROPOSALS -- FINAL READ

The following new programs were reviewed through a technical review session and will now will be reviewed by the curriculum committee. The authors are not required to attend this meeting to represent this new program proposal.

Program	Degree/Certificate	Description of Action	Author	Effective
Culinary Arts	A.A. Degree	33.5 -- 35 required units, <b>new Program SLO</b>	C. Schwanke	TBD
Introduction to Residential Building Trade Skills	Certificate of Completion (Noncredit)	Two courses (NC.CON.S-100A, NC.CON.S-100B), <b>new Program SLO's (2)</b>	E. Arnold	TBD
Deaf-Blind Support Service Provider	Certificate of Specialization	15 required units, <b>new Program SLO</b>	B. Applena	Fall 2017

**Motion to approve The Culinary Arts A.A. Degree, Introduction to Residential Building Trade Skills Certificate of Completion, and the Deaf-Blind Support Service Provider Certificate of Specialization; Motion by Erin Barnhouse, second by Julie Jacobson. All in favor: Unanimous.**

### COURSES REQUESTED TO BE ADDED TO ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS

The following course was requested to be added as fulfilling the Humanities and Fine Arts area of the Associate Degree requirements. The author is not required to attend this meeting to represent this request.

Subject & Number	Title	General Education Area Requested and Rationale
PHOTO-155	Photography	Humanities and Fine Arts. This course is essentially the equivalent to PHOTO-160 in the digital as opposed to file format. PHOTO-160 is currently approved for the Humanities and Fine Arts Associate Degree General Education Area.

¶

### APPROVAL OF ASSOCIATE DEGREE GENERAL EDUCATION REQUIREMENTS

The following courses will be added to as fulfilling the areas of the Associate Degree requirements listed below.

Subject & Number	Title	General Education Area
ART-112	Art of Africa, Oceania, and the Indigenous Americas	Humanities and Fine Arts
ASTRON-101L	Observational Astronomy	Natural Science
KPEI-285A	Intercollegiate Tennis	Physical Education and Wellness
KPEI-285B	Off-Season Tennis Training	Physical Education and Wellness
SOCI-104	Introduction to Social Justice Studies	Social and Behavioral Sciences, Diversity
SOCI-107	Introduction to Chicana/o Culture	Social and Behavioral Sciences, Diversity
SOCI-130	Introduction to LGBTQ+ Studies	Social and Behavioral Sciences, Diversity

Motion to approve Associate Degree General Education requirements; Motion by Julie Jacobson, second by Tricia George. All in favor: Unanimous.

### APPROVAL OF GENERAL EDUCATION COURSES TO BE ADDED TO THE PARALEGAL AA DEGREE

The following courses will be added to as fulfilling the areas of the Paralegal Associate Degree requirements listed below.

Subject & Number	Title	General Education Area
ART-112	Art of Africa, Oceania, and the Indigenous Americas	Humanities and Fine Arts
ASTRON-101L	Observational Astronomy	Natural Science
SOCI-104	Introduction to Social Justice Studies	Social and Behavioral Sciences
SOCI-107	Introduction to Chicana/o Culture	Social and Behavioral Sciences
SOCI-130	Introduction to LGBTQ+ Studies	Social and Behavioral Sciences

Motion to approve Paralegal Associate Degree General Education requirements; Motion by Julie Jacobson, second by Audrey Green. All in favor: Unanimous.

### DELETED COURSES--CONSENT CALENDAR

The following course deletions have been recommended for approval as part of the Consent Calendar of this agenda. These course deletions will not be reviewed during this committee meeting, and the author of the following course deletions is required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
CULARTS-120	Introduction to Culinary Arts	Course will no longer be offered.	C. Schwanke	Fall 2017
EDUC-102	Math and Science Teaching Seminar	Course was never offered.	C. Stephens	Fall 2017

¶

### TECHNICAL CHANGES--CONSENT CALENDAR

The following items are being approved as technical changes and will not be reviewed during this committee meeting. The authors of the following items are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
BUS-160	Business Ethics	Added DLA.	N. Faudree	Fall 2017
DANCE-121	Beginning Modern Dance	Changed title (formerly Modern Dance I).	D. Stanich	Fall 2017
DANCE-141	Beginning Ballet	Changed title (formerly Introduction to Ballet Techniques).	D. Stanich	Fall 2017
MUSIC-116	Performance Ensembles for Music Theater	Decreasing units from 2.00--4.00 units to 1.00--3.00 units.	B. Feldman	Fall 2017
SPAN-101H	Elementary Spanish I--Honors	Added DLA.	C. Acosta	Fall 2017

### MODIFIED COURSES--CONSENT CALENDAR

The following modified courses were reviewed, and recommended for approval as part of the Consent Calendar of this agenda, in technical review sessions held throughout the Spring 2017 semester. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.

Subject & Number	Title	Description of Action	Author	Effective
ANTHRO-103	Cultural Anthropology	Revised description, revised SLO, revised objectives & content, updated textbooks.	L. Malley	Fall-2017
ARCHT-120	Design I--Elements of Architectural Design	Revised description, revised SLO's (2), revised objectives & content, updated textbook.	D. Minarsch/J. Olivera	Fall-2017
ARCHT-160	2-D CAD for Architecture and Interior Design	<b>Changed title (formerly AutoCAD for Architecture and Interior Design).</b> Revised description, revised SLO, revised objectives & content, updated textbooks.	D. Minarsch/J. Olivera	Fall-2017
ARCHT-220	Advanced 2-D CAD for Architecture and Interior Design	<b>Changed title (formerly Architectural Drafting II).</b> Revised description, revised SLO's (2), revised objectives & content, updated textbook.	D. Minarsch/J. Olivera	Fall-2017
ARCHT-260	3-D CAD for Modeling/Animation	<b>Changed title (formerly Advanced CAD for Architecture and Interior Design).</b> Revised description, revised SLO's (2), revised objectives & content, updated textbook.	D. Minarsch/J. Olivera	Fall-2017
ARCHT-270	Advanced 3-D CAD and Building Information Modeling (BIM)	<b>Changed title (formerly CAD 3-D Modeling/Animation).</b> Revised description, revised SLO's (2), revised objectives & content, updated textbook.	D. Minarsch/J. Olivera	Fall-2017
BIOSCI-115	General Zoology	<b>Changed Number (Formerly BIOSCI-215).</b> Revised description, revised SLO's (2), revised objectives & content, updated textbooks. <b>Added DLA.</b>	D. Sanver-Wango	Fall-2017
BIOSCI-116	General Botany	<b>Changed Number (Formerly BIOSCI-216).</b> Revised description, revised SLO's (2), revised objectives & content, updated textbooks. <b>Added DLA.</b>	D. Sanver-Wango	Fall-2017
BIOSCI-119	Marine Biology	<b>Changed Number (Formerly BIOSCI-219).</b> Revised description, revised SLO's (2), revised objectives & content, updated textbooks. <b>Added DLA.</b>	D. Sanver-Wango	Fall-2017
BIOSCI-140	Principles of Human Genetics	Revised objectives and content.	K. Cude	Fall-2017
BIOSCI-240	Molecular Genetics	Revised SLO, revised objectives and content, updated textbooks.	K. Cude	Fall-2017
DANCE-111	Fundamentals of Dance Movement	Revised description, revised SLO, revised objectives & content, added textbook.	P. Smith	Fall-2017

DANCE-122	Intermediate Modern Dance	<b>Changed title (formerly Modern Dance II).</b> Revised description, revised SLO, revised objectives & content, added textbook. <b>Changed prerequisite of DANCE-121 to recommended preparation.</b>	D. Stanich	Fall-2017
DANCE-131	Beginning Jazz Dance	<b>Changed title (formerly Introduction to Jazz Techniques).</b> Revised description, revised SLO, revised objectives & content, added textbook.	D. Stanich	Fall-2017
DANCE-132	Intermediate Jazz Dance	<b>Changed title (formerly Intermediate Jazz).</b> Revised description, revised SLO, revised objectives & content. <b>Changed prerequisite of DANCE-131 to recommended preparation.</b>	D. Stanich	Fall-2017
DANCE-142	Intermediate Ballet	Revised description, revised SLO, revised objectives & content.	D. Stanich	Fall-2017
DANCE-170	Beginning Choreography	<b>Changed title (formerly Introduction to Choreography).</b> Increased units to 2 (formerly 1.5 units). Revised description, revised SLO, revised objectives & content. <b>Changed prerequisite of DANCE-111 to recommended preparation.</b>	P. Smith	Fall-2017
ENGL-096	Accelerated Preparation for College Reading and Writing	Revised SLO's (2), revised objectives content, updated textbooks.	A. Kempler	Fall-2017
HIST-115	United States History Since 1945	Revised objectives and content, updated textbooks.	B. Riffe	Fall-2017
HLHSCI-101	Introduction to the Health Professions	Revised description, objectives and content, added textbook.	P. Haley	Fall-2017
HRMGT-102	Introduction to the Tourism Industry	Revised, objectives and content, updated textbook.	K. Anthony	Fall-2017
HRMGT-275	Hospitality Industry Accounting	Revised SLO, revised objectives and content, updated textbook.	K. Anthony	Fall-2017
LMTECH-100	College Research Skills	Revised SLO, revised objectives and content, updated textbook.	R. Karlin/E. Barnhouse	Fall-2017
NC.TUTR-094	Supervised Tutoring	Revised SLO, revised objectives and content.	P. Hepburn	Fall-2017
NURSNG-109	Transition into Nursing	Revised SLO, revised objectives and content, added textbook.	T. Waller	Fall-2017
PSYCH-126	Cognitive Psychology	Revised description, revised SLO's (2), revised objectives & content, updated textbooks.	M. Andrade	Fall-2017

## MODIFIED PROGRAM PROPOSALS--CONSENT CALENDAR

The following programs are being modified as a result of the newly approved courses on this agenda and modified program proposals. These program modifications will not be reviewed during this committee meeting, and the authors of the following program are not required to attend this meeting.

Program	Degree/Certificate	Description of Action	Author	Effective
American Sign Language	A.A. Degree	Adding SIGN-114 to restricted electives. No change in total units.	B. Applen	Fall-2017
Computer Networking	A.S. Degree	Adding ESYST-101 to Program Requirements, removing "Plus four units form the following" section", Adding CMPNET-176 & 177 as option to CMPNET-166, and CMPNET-178 & 179 as option to CMPNET-167, Removing CMPSCI-122 & 182 from recommended electives, and adding ESYST-111, 112, & 113 to recommended electives. No change in total units required.	L. Hilliard	Fall-2017
Computer Networking	Certificate of Achievement	Adding ESYST-101 to Program Requirements, removing "Plus four units form the following" section", Adding CMPNET-176 & 177 as option to CMPNET-166, and CMPNET-178 & 179 as option to CMPNET-167, Removing CMPSCI-122 & 182 from recommended electives, and adding ESYST-111, 112, & 113 to recommended electives. No change in total units required.	L. Hilliard	Fall-2017
Culinary Arts	Certificate of Achievement	Removing CULARTS-120 from required courses, CULARTS-120 has been archived. <b>Total units required reduced to 33.5--35 units.</b>	C. Schwanke	Fall-2017
Elementary Teacher Education	A.A.-T. Degree	Adding PHYSIC-101 to required courses, removing CHEM-110 & PHYSIC-101 from required courses. <b>Total units required decrease to 48-49 units.</b>	C. Stephens	Fall-2017
Fire Service Management-In-Service	A.S. Degree	<b>Changed title (formerly Fire Technology In-Service).</b> Modified required courses, <b>total units reduced to 20 units.</b>	K. Kawamoto	Fall-2017
General Education Development Preparation	Certificate of Completion	Adding both NC.BCSK-110 & NC.BCSK-120 as an option to NC.BCSK-100.	S. Prieto	Fall-2017
Retail Management	Certificate of Achievement	Removing BUS-101 and COMS-105/105H/120 options. <b>Total units required reduced to 24 units.</b>	N. Faudree	Fall-2017



Social Justice	A.A.-T-Degree	Adding SOCI-104 to required courses.	A. Marengo	Fall-2017
----------------	---------------	--------------------------------------	------------	-----------

¶

INSTRUCTIONAL SERVICE AGREEMENT (ISA) COURSE PROPOSALS--CONSENT CALENDAR				
The following courses were reviewed and recommended for approval as part of the Consent Calendar of this agenda, through a technical review process. These courses will not be reviewed during this committee meeting, and the authors of the following courses are not required to attend this meeting.				

Subject & Number	Title	Description of Action	Author	Effective
LEPD-096	Mental Health Intervention	Changing lecture hours to 8--36 (formerly 36 hours). Units change to 0.25--2 units.	C. Theilo	Summer-2017
LESD-044	Ethics/Crime Scene & Evidence Preservation	0.25 units, 8 lecture hours, new SLO's (2). New prerequisite of LEPD-100 or Equivalent Skills.	M. Capriolo	Summer-2017

¶

NEW/MODIFIED PREREQUISITES--CONSENT CALENDAR			
The following is a summary of new prerequisites that was reviewed in a technical review session and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new and modified prerequisites are not required to attend this meeting.			

Subject & Number	Title	Suggested Enrollment Limitation	Author
DANCE-122	Intermediate Modern Dance	Changed prerequisite of DANCE-121 to recommended preparation.	D. Stanich
DANCE-132	Intermediate Jazz Dance	Changed prerequisite of DANCE-131 to recommended preparation.	D. Stanich
DANCE-170	Beginning Choreography	Changed prerequisite of DANCE-111 to recommended preparation.	P. Smith
SIGN-114	Socializing and Supporting People who are Deaf-Blind	New prerequisite of SIGN-103.	D. Sison/B. Apples

¶

NEW DISTANCE LEARNING ADDENDUMS--CONSENT CALENDAR			
The following is a summary of new Distance Learning Addendums (DLA's) that were reviewed in technical review sessions and recommended for approval as part of the Consent Calendar of this agenda. The authors of the following new DLA's are not required to attend this meeting.			

Subject & Number	Title	Type of Delivery	Author
BIOSCI-115	General Zoology	Online/Hybrid	D. Sanver-Wang
BIOSCI-116	General Botany	Online/Hybrid	D. Sanver-Wang

BIOSCI-119	Marine Biology	Online/Hybrid	D. Sanver-Wango
BUS-160	Business Ethics	100% Online, Online-Hybrid	N. Faudree
SIGN-114	Socializing and Supporting People who are Deaf-Blind	Online/Hybrid	D. Sison/B. Applen
SOCI-104	Introduction to Social Justice Studies	100% Online, Online-Hybrid	A. Marenco
SPAN-101H	Elementary Spanish I -- Honors	100% Online, Online-Hybrid	C. Acosta

Motion to approve all items on the 05/04/2017 Consent Calendar with the exception of the Computer Networking A.S. Degree and Certificate of Achievement; Motion by Mary Bates, second by Tricia George. All in favor: Unanimous.

#### Discussion Items:

##### Chairs Report

- PRT (Partnership Resource Team) visited us again on May 3<sup>rd</sup> and summarized observations and made recommendations. It became clear that we need to view an integrated model (CR & NC on same campus, maybe in same rooms). A team from College of the Canyons will be visiting Mt. Sac on Friday May 26<sup>th</sup> to see on they operate their integrated model. We could receive up to \$200,000 to implement whatever recommendations we intent to adopt.
- 04/19/2017 White Paper published on Streamlining Curriculum Processes. Local Approval (Board of Trustees approval and Chancellor's Office records) for the following approvals: Stand-alone credit courses, substantial changes to existing credit courses, non-substantial changes to existing courses, and the addition of new credit courses to an existing program. Recommendations include, Curriculum items should go to every Board of Trustees meeting, succession planning for curriculum chairs and to consider a vice chair, overlap outgoing and incoming curriculum specialists, and providing curriculum training opportunities.
- Ongoing curriculum considerations and challenges include, new programs still go through the Chancellor's Office for approval, better communication between CCC's and CSU's, Chancellor's Office add notification to CIO and Curriculum Chairs so all are apprised of status, and best practices for catalog/addendum production.
- "Revising Your Curriculum & Introduction to eLumen" workshop will be held on Friday May 12<sup>th</sup> from 8:30 am to 10:00 am in Hasley Hall 233.

New Courses--Includes ISA's	9	Modified Non-Credit Courses	-0	Modified Prerequisites	3
New Programs	3	New DLA's	7	Deleted Courses	2
Modified Courses	27	New SLO's	19	Deleted Programs	-0
Modified Programs	4	Modified SLO's	31	Proposals Reviewed in Technical Review Sessions	43
New Non-Credit Courses	4	New Prerequisites	1	Proposals Returned from Technical Review Sessions	-0



## Faculty Development Committee March 27, 2017 Meeting Summary

By Mehgen Andrade, Co-Chair

*Members Present: Leslie Carr (Director), Sandy Carroll, Teresa Ciardi (Chair), Nicole Faudree (Chair), Mehgen Andrade (Chair), Brandon Hilst, Ted Jacenda, Susan Ling, Diane Sioko*

*Others Present: Abram Antler (adjunct).*

- The committee agreed to post tentative minutes on the intranet and then vote to approve them at the next full committee meeting.
- The committee agreed to add the workshop proposals to the consent calendar unless there are any that warrant discussion.
- The committee supported adding the Faculty One-on-One, nursing accreditation, and participation in Toastmasters to the pre-approved list.
- The School representatives were reviewed by the committee and updated to reflect current members.
- A sub-committee was created to review and work on the FLEX policies and procedures. The guidelines will be reviewed at the April 10<sup>th</sup> FDC chairs meeting.
- The committee discussed policy recommendations for faculty conducting evaluations of tenure track faculty and tenure track faculty being evaluated. The item is pending due to further discussion needed to assess if evaluations are required by law but not in the contract and if credit should be given for self-reflections.

- **Approved Faculty Proposals for Professional Development Hours (Flex Credit)**

- 
- 

	Submitted by	Type of Proposal
1	Rios, Lori Marie	Attending a Conferen
2	Barbullushi, In...	Attending a Conferen
3	Young, Lori	Attending a Conferen
4	Naraghi, Nazanin	Collaboration
5	Santi, Guido	Collaboration
6	Wallace, Lisa	Non-COC Provider Tra
7	Hilst, Brandon	Independent Project
8	Schwanke, Cindy	Attending a Conferen
9	Matsumoto, Saburo	Attending a Conferen
10	Silva, Ambika	Attending a Conferen

11	Silva, Dustin	Attending a Conferen
12	Silva, Dustin	Attending a Conferen
13	Silva, Ambika	Attending a Conferen
14	Silva, Ambika	Attending a Conferen
15	Silva, Dustin	Attending a Conferen
16	Dos Remedios, R...	Attending a Conferen
17	Bathke, Tammy	Independent Project
19	Daybell, Mark	Independent Project
20	McMahon, Heidi	Collaboration
21	Baker, Diane	Independent Project
22	Huff, Micheal	Attending a Conferen
23	Duret, Kathy	Collaboration
24	Ferguson, Chris	Independent Project
25	Matsumoto, Saburo	Attending a Conferen
26	Amador, Jonathan	Independent Project
27	Kressin, Ann	Non-COC Provider Tra
28	Wallace, Lisa	Outreach
29	Wallace, Lisa	Outreach

- 
- 

• **Approved Faculty Proposals for Workshop Proposals**

Barke, Sheri	The Vision Workshop
Freund, Gayle	Healthy Relationships
Freund, Gayle	SafeZone Training
Freund, Gayle	Mental Health First Aid Training
Freund, Gayle	Listen, It Only Takes a Moment Film Viewing
Anthony, Kevin	Fake News
Kaiserman, Adam	Humanities and Human Rights: Never Forget: The Lesson of the Holocaust
Kaiserman, Adam	Life under Dictatorship: Blind Chance

Kaiserman, Adam	Humanities and Human Rights: #Citizenship: Affect, Politics, and Images in Claudia Rankine's American Lyric
Kaiserman, Adam	Humanities and Human Rights: Middle Eastern Poetry of Protest and the Arab Spring
Kaiserman, Adam	Life Under Dictatorship: Harry Potter and the Order of the Phoenix
Freund, Gayle	Mindfulness and Well-Being Workshop
Acosta, Claudia	Chair's Corner
Acosta, Claudia	Language Film Series
Shrout, Gregory	Four Generation in the classroom
Delaney, Erin	Ask a Lawyer: Changes to Immigration Law in 2017
Hepburn, Peter	Books & Ideas
White, Lee	Adobe Certified Associate Training and Certification for Adobe Photoshop
Barke, Sheri	Healthy College Cooking - Grab and Go Breakfasts
Stephens, Cindy	Navigating the Adolescent World
Stephens, Cindy	Understanding Biases
Stephens, Cindy	Prudent Parenting
Ciardi, Teresa	Multicultural Identities: A Muslim Woman in the U.S./an American Woman in the Arab World.
Andrus, David	Political Student Forum with Congressman Steve Knight
Ciardi, Teresa	COC Global Event
Jones, Fern	Books and Ideas: Ry Cooder's Los Angeles Stories
McFarland, Ronald	How to use the Raspberry Pi (computer) for your Technology Course
Kubo, Kathy	Statistics Workshop with Dr. Roxy Peck
Schallert, Larry	Human Trafficking Seminar Presented by Dawn Schiller and The MyGenerationMyFight Club

1. CASL Co-Chair Kelly Burke reported that ISLO Rubrics have been finalized and will be brought to the CASL committee for review and discussion.
2. CASL website will undergo revisions to provide an archive space as well as updated information and navigation. The CASL Co-Chairs will begin work with Evis. Noris will be consulted on design and potential assistance.
3. Co-Chairs Cindy Stephens and Kelly Burke had a conference call with NILOA Director and fall Convocation speaker Natasha Jankowski. Convocation is an optional PD week session. Her presentation and workshop on student engagement and assessment promises to be engaging, useful, and inspirational. She is also willing to meet with other groups, such as student services, to talk about student success. Funds for lunch are being pursued.
4. Kelly Burke will meet with Synergy on 4.24.17 to talk about SLOs and the assessment cycle.
5. eLumen is ready for trainings to start. CASL Co-chairs will reach out to the Course Coordinators for 2017-18 to target for trainings starting in May.
6. Faculty are needed to help norm the Critical Thinking ISLO rubric on June 6<sup>th</sup> and 20<sup>th</sup>. Those who work on the norming will earn a \$200 stipend. In addition, student work objects are needed as examples for norming. If faculty have student examples of works focused on critical thinking these may be given to Cindy or Kelly. **Faculty do not need to have student work in order to participate in the norming sessions. Examples will be provided by those who donate student work.**

### **CASL meeting, 4.26.17, Summary for Academic Senate**

1. Cindy Stephens announced that Gary Quire, Adjunct faculty from School of Business joins the CASI/PR Committee.
2. Fall PD week engagement and assessment workshop with Natasha Jankowski (Director of NILOA) has been approved for Aug. 17<sup>th</sup>. Information will be sent to faculty. Please promote, though not a required session, it will be engaging and useful in very practical ways for all faculty.
3. Audrey Green discussed next steps for eLumen SLO implementation and action items for the committee to consider. The May 10 CASL/PR meeting will be dedicated to working with Melissa from eLumen to make these important choices. The session will be in the Tech Center and run from 1:00-3:00, 30 minutes earlier than usual. In addition, a second 2-hour session will be scheduled prior to the end of the semester. Faculty training will begin in Fall 2017.
4. Kelly Burke reported that all input on ISLO rubrics have been compiled and reformatted. The committee had a discussion about the challenge of the rubrics fitting a variety of assignments across disciplines. In addition, few faculty have signed up for the planned norming sessions in June. The committee is considering delaying the rubric norming. Instead, a group will review/test the rubrics with student work from a variety of disciplines. Then consider norming within disciplines. The committee would like to continue the collection of student work and will discuss the norming process further.

### **Program Review Committee Summary for the meeting on 3/22/17**

1. Program Review Modifications Work Group: A summary of the last meeting of the taskforce working on changes to the program review was provided. This workgroup has been in contact with other colleges such as Modesto College and Southwestern to see how they have used eLumen for program review. These colleges did not have good experiences with this software and found the budget capabilities to be particularly limited. Participants in this workgroup noted the benefits of eLumen such as a one stop shop for faculty and integration of student learning outcomes. However, they were also concerned about the budget limitation of the software.
2. Peer Review Process: The committee then had a discussion to answer outstanding questions about how the peer review process will work. The questions include what is the role of the program review? Who will be the peer reviewers? What work and feedback is expected of the peer reviewers? What would be the frequency and scheduling of the peer review cycle?
3. Peer Review Rubric: The rubric for peer review that was developed by the committee the previous year was distributed for comments to be brought back at the next meeting.

#### **Program Review Committee Summary for the meeting on 4/12/17**

1. Another brief update from the program review medication workgroup was provided. This group continued to contact other colleges to see how they were using eLumen. Further limitations were found that would make it difficult for integrated planning to make connections between objectives and budget requests.
2. Peer Review Rubric: The language of the rubric was determined to be too harsh in certain areas and need to be friendlier. The peer review rubric consists of checklist and summary document for the peer reviewer to fill out and a self-assessment checklist for dept chairs filling out their program reviews. Options will be explored to embed the peer review form digitally in the program review module.

#### **Program Review Committee Summary for the meeting on 4/26/2017**

1. Peer review rubric: The language of the documents was improved during the meeting to have a more positive tone. The committee decided that the self-assessment checklist and the peer reviewer's checklist would be identical except for two summary question at the end that peer reviewer will answer. What were the strengths of this program review? And What could be improved about this program review.
2. Implementation of the Peer Reviews Process: The committee expressed interest to start the peer review process next fall, although that may have to be pushed back until the modified program review is ready to start a new three year cycle.
3. Program review modification planning group update: Due the lack of the budget functionality in eLumen to meet our institutional needs and processes, the workgroup is looking into modify our existing software system with the changes we desire. These changes to our current system would be made by in house programmers. Some of the changes include imbedding the activity planning form, creating a forced cost budget form, developing new budget ranking functionality, rearranging and adding some prompts in the narrative sections about curriculum, class scheduling, and enrollment management. A complete list of changes will be brought to the academic senate for a vote in late May 2017.

#### **Program Viability Committee Meeting SUMMARY**

**March 16, 2017**

**Members Present:** Rebecca Eikey, David Andrus, Jason Burgdorfer, Ann Lowe, Albert Loaiza, Wendy Brill, Audrey Green, Lisa Hooper

**Members Absent:** Jerry Buckley, Kimberly Bonfiglio, ASG Student rep

1. Committee Charter/Procedures – could be called Standing Rules were discussed and modified.
2. Program Viability Rubric for Initiation/Modification – revised so that Discontinuance will be separated out and so that the Rubric matches the revised Template.
3. Program Viability Proposal Template for Initiation/Modification was revised. It was agreed that there be a separate proposal and rubric for Discontinuance.
4. Update on Construction Technology Proposal –Technical Review was held 2/16/17. Additional modifications are expected and proposal should be received soon.

## **Summary PV Committee, April 27, 2017**

**Members Present:** Rebecca Eikey, David Andrus, Jason Burgdorfer, Ann Lowe, Albert Loaiza, Wendy Brill, Audrey Green

**Members Absent:** Jerry Buckley, Kimberly Bonfiglio, Lisa Hooper, ASG Student rep

**Guests:** Chris Boltz, Regina Blasberg, Eric Arnold, Lee White, Daylene Meuschke, John Makevich

The following Program Proposals were evaluated/reviewed.

### **1. Department Name Change:** Modern Languages to Modern Languages and Cultures

The department is part of VAPA and the Dean, Carmen Dominguez, is supportive of this change as are all the full-time faculty members in the department: Claudia Acosta, Pierre Etienne, Jose Martin and Lucia Pozo. The department has methodically updated all of their curriculum to reflect more accurately how learning about culture is integral to their disciplines. Thus, each course has a specific SLO related to analyzing the relationship between the perspectives, practices and products of the culture of the specific language being studied. The department believes this name change will more accurately reflect what they do with respect to language and culture in their programs and services they offer. This includes the department's commitment to educating the campus at-large about various world cultures. The Curriculum Committee Chair, Lisa Hooper, and the Articulation Officer, Audrey Green, are both supportive of this proposal.

**The committee recommendation:**

Recommends **Approval of this Name Change**

### **2. Construction Technologies Program.**

The Construction Technology program will prepare students for entry-level positions in the construction trades industry. This includes building codes, carpentry, plumbing, electrical, masonry and general construction operations and safety. The new program, will roll in existing programs (Construction Management, Solar & Plumbing) into a more comprehensive program. There are six existing credit courses and exist new proposed credit courses that are being utilized for the AS Degree, four different Certificates of Achievement, three different Certificates of Specialization.

There are four new noncredit courses proposed that will enable two different noncredit certificates of completion to be offered for skill-building for entry level positions.

**The committee recommendation:**

Approval of the proposal as **Initiation as Pilot Status**. \* Details are provided in the PV Evaluation Rubric.

### 3. **Construction Technologies Department.** Initiation of a New Department

#### **The committee recommendation:**

Approval of the new department of Construction Technologies. This entails merging existing Solar and Plumbing programs, splitting Construction Management from Engineering Technologies, and creating new courses in construction technologies. By combining these programs together into a new department will enable the faculty champion to create a comprehensive department with specific goals that will enable students to be successful in construction technologies. The full-time faculty members in Engineering Technologies, Regina Blasberg and Eric Arnold, are both supportive of this change. Furthermore, Eric Arnold will be the department chair. The Dean of Applied Technologies, Ron McFarland, is also in support of this proposal. Details are provided in the Department Change Rubric.

#### **The committee recommendation:**

Recommends Approval of this **New Department as Pilot Status**

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.

The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

#### Required Reporting Content

Year One Report – the report shall be an informational status update to include evidence of the department's growth, success and challenges to date.

Year Two Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's likelihood for sustainable success by the end of its third year.

Year Three Report – the report shall quantify the original proposal's projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department's immediate institutional sustainability.

### 4. **Noncredit Digital Media**

The Digital Media program will include overlapping skills in Photography, Graphic Multimedia Design, and Media Entertainment Arts (MEA). The focus will be to offer noncredit courses and certificates (CDCP) which will be skill building courses to allow for professionals in these fields to update and maintain their currency in technology related to digital media, such as Adobe software.

#### **The committee recommendation:**

Approval of the proposal as **Initiation as Pilot Status\***. Details are provided in the PV Evaluation Rubric.

### 5. **Technical Theatre**

The proposal for a Technical Theatre Certificate and AA degree are in response to advisory committee meetings where the committee indicated a need to prepare students in the technical aspects of theatre

for entry-level positions.

**The committee recommendation:**

Approval of the proposal as **Initiation as Pilot Status\***. Details are provided in the PV Evaluation Rubric.

**\* PILOT PROGRAM STATUS:** An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.

**Required Reporting Content**

Year One Report – the report shall be an informational status update to include evidence of the program’s growth, success and challenges to date.

Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of this procedure. The report shall also include a substantiated projection as to the program’s likelihood for sustainable success by the end of its third year.

Year Three Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section III of AP 4021. The report shall also include a substantiated projection as to the program’s immediate institutional sustainability.

**Committee Business – not discussed**

1. Standing Rules for Program Viability
2. Revised Program Viability Proposal Template for Initiation/Modification
3. Separate proposal and rubric for Discontinuance

**BP/AP 4021 Program Viability Evaluation Rubric**

**Name of Program:** Noncredit Digital Media

**Proposal Submitted by:** Wendy Brill, Carmen Dominguez

**Committee Meeting Date(s):** April 27, 2017 (with Technical Review 3/29/17)

**Committee Members Present:** Wendy Brill, Rebecca Eikey, Ann Lowe, Albert Loiaza, Audrey Green, David Andrus, Jason Burgdorfer (ABESNT: Jerry Buckley, Lisa Hopper, Kimberly Bonfiglio)

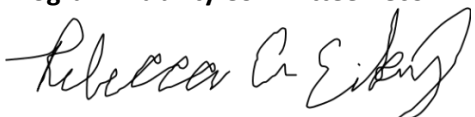


<b>Type of Program:</b> (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T) 1. Noncredit certificate of completion	
<b>Type of Proposal:</b> (Initiation or Substantial Modification) Initiation	
<b>Program Viability Evaluation Criteria</b>	<b>Program Viability Committee's Assessment</b>
<b>Program Description, Purpose, and Goals</b>	The Digital Media program will include overlapping skills in Photography, Graphic Multimedia Design, and Media Entertainment Arts (MEA). The focus will be to offer noncredit courses and certificates (CDCP) which will be skill building courses to allow for professionals in these fields to update and maintain their currency in technology related to digital media, such as Adobe software. Increasingly employers are interested in evidence (such as digital badges or noncredit certificate) that job-seekers have digital media skills. The goal is to start this Digital Media program in photography but with the possibility that it would grow to include noncredit skill-building courses that are more specific to the needs of industry for both MEA and GMD.
<b>Program Need and Justification</b>	
1. Relevance of the discipline and program to Transfer and/or CTE	Digital Media is relevant to CTE preparation since the program will be focusing on building job skills that are needed to seek employment or maintain employment in a variety of occupations within the broad category of Arts, Design, Entertainment, Sports & Media (Centers of Excellence, 2016 report)
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	Yes. Both the photography and GMD advisory boards are in support of this proposal. They have been discussing the need for specific area training for the last two years. (Industry Advisory Boards do not see the important of distinguishing between credit vs noncredit for skills acquisition. Offering these courses in noncredit will target the students who

	specifically need these skills but do not necessarily need a degree.
3. What does the labor market study indicate? (CTE Only)	In comparing the annual openings for jobs where Digital Media skills are relevant, there are over 3850 openings but only around 630 degrees awarded (across LA county and includes both community college and other post-secondary institutions). Occupations related to Digital Media are expected to grow between 3 and 21% from 2015 through 2020. The occupations with the most jobs in 2015 were Producers and Directors (24,836) followed by Graphic Designers (15,202) and Photographers (8,230). Annually, there are 1,829 openings for Producers and Directors, 445 openings for Graphic Designers, and 413 openings for Photographers in Los Angeles County. Most Digital Media related occupations typically require a Bachelor's degree for entry-level positions with the exception of photographers. The entry-level, average hourly earnings range is \$20.55 for Photographers.
4. Are there local universities with this program for students to transfer to? (Transfer Only)	This noncredit program may also serve as a feeder to credit programs in Photography, GMD and MEA. Exposure to skills needed in Digital Media will enable students to explore the disciplines and may lead to interest in the credit and transfer programs.
5. Replication of programs in surrounding community college districts	The most similar program is located at Santa Barbara City College. However, given the number of completers in LA county compared to annual openings, it is anticipated that there is going to be a growing interest in this program.
6. Enrollment trends in program disciplines (past and present)	N/A
7. Projected demand for this program in the future	Expected this will grow with GMD and MEA to be added in the future.
8. Any other data from program review in support of proposal	N/A
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A

10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
11. Term to term persistence of students within the program (Program Modification Only)	N/A
12. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A
<b>Program and Curriculum Design</b>	
13. Program Outline of Required Courses	<p>A. Digital Imaging Certificate: Software Interface; Basic Retouching; Composting; Digital Imaging Lab Practices</p> <p>B. Digital Workflow Certificate: Workflow Output; Digital Output Lab Practices</p> <p>C. Adobe Certifications for Photoshop Training Certificate: Adobe Photoshop Overview; Adobe Certification Preparation; Adobe Certification Test Review; Adobe Certification Lab</p>
14. What courses are existing?	None
15. What courses need to be created?	Currently there are no noncredit courses in digital media and the courses will need to be created. These short-term sequenced courses will also include online format.
16. Frequency of existing course offering	N/A
17. Proposed offering frequency of new program courses	Courses will be offered at least once per year in 2-3 sequenced short-term format. The courses will include online as well as in person classes scheduled on Fridays, Saturdays and weekday evenings. This is designed to accommodate working professionals and full-time students.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	N/A
19. Ability of program to meet standards of outside agencies/licensing boards	There is no applicable outside accrediting agency, however the Adobe Certification is recognized in the field as the standard competency for Digital Media.
20. How will new courses and program articulate to institutions of higher education?	N/A

21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	The advisory board for photography supported and recommended short-term CTE courses focused on special topics, such as Adobe, that will enable students to be better prepared for industry expectations in not only photography, but in related industries. The advisory board for graphic and multimedia also recommended these format of courses with specific topics to include such social media management and business.
<b>Implementation Plan and Institutional Support</b>	
22. Appropriateness of the projected timeframe for implementation of program	Photography, GMD and MEA plan to develop the new courses for these noncredit certificates during Spring 2017 and Fall 2017 semesters.
23. Which school houses or will house this program?	VAPA
24. Which department houses or will house this program?	Photography will be the pilot department.  In the future, the <u>Program Viability Committee recommends</u> that <i>each</i> department in VAPA should house the noncredit certificate that applies to the noncredit courses most relevant to their disciplines.
25. Will AP 4023 (Merging/Splitting Departments) be needed?	Not at this time, but in the future as the noncredit program continues to grow and expand, the discipline faculty may want to consider creating a <i>separate</i> Digital Media Department.
26. Which current faculty will be responsible for this program?	Wendy Brill and Lee White
27. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Yes
29. What additional staffing resources will be needed to support this program?	None at this time
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Yes. The noncredit program would use current facilities including the labs during

	times when credit classes are not being offered, such as evenings and weekends.
31. What is the funding source for this program?	Same funding source as current credit programs in photography, GMD, and MEA.
32. Plan for institutionalization (if grant funded)	N/A
<b>Alignment of Program</b>	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	A noncredit Digital Media program is unique and non-duplicative of current college curriculum since the focus is on skill building for employment. The credit courses in photography, GMD, and MEA focus on the creative process with the main goal transfer to a 4-year university. This program will support the mission of College by providing essential workforce skills and fostering technical competencies.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	Yes. The program will promote learning in a positive environment, with the necessary resources to support excellent teaching, student learning, and the completion of students' goals, specifically skill building for employment.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity	Given the diversity in CTE programs, it is anticipated that this additional noncredit program will continue to increase diversity.
<b>Program Viability Committee Recommendation</b>  <hr/> Committee Chair's Signature	<input checked="" type="checkbox"/> <b>Initiate</b> <span style="float: right;">_____</span> <input type="checkbox"/> <b>Not Initiate</b>  <input type="checkbox"/> <b>Modify</b> <span style="float: right;">_____ <b>Not</b></span> <input type="checkbox"/> <b>Modify</b>

### Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The proposal was first reviewed in Technical Review where additional questions related to the Needs Assessment were clarified. For example, the committee wanted more information related to the Educational Attainment Analysis:

"Table 2 (educational attainment for workers 25 and older) was included at the recommendation of Laura Coleman with the Centers of Excellence. I reached out to her because people could question why a 2-year institution is providing continuing education training for jobs that typically require a bachelor's degree or higher for entry level positions. According to guidance from the Centers for Excellence pursuit of

programs preparing students for occupations where 30 percent or more of adults age 25 years and older have an educational attainment of some college/no degree or an Associate's degree is applicable. In the case of the proposed Digital Media Noncredit program, the percentage of adults age 25 and older meeting this threshold for Multimedia Artists and Animators is 29 percent, Graphic Designers is 30 percent and Photographers is 36 percent and therefore provides further justification for COC offering this program to current students and potential students who are working in industry and coming back to upskill on the latest software or techniques." – answer from Daylene Meuschke, Office of Institutional Development and Technology

The decision to offer these skill-building classes in noncredit is in response to meeting the needs of professionals in the industry. The industry has changed to digital skills and given the variety of ways professionals are trying to stay current in these skills, the faculty in these programs believe that offering the short-term sequencing of courses in noncredit is ideal for this population of students to meet their needs.

<b>BP/AP 4021 Program Viability Evaluation Rubric</b>	
<b>Name of Program:</b> Technical Theatre <b>Proposal Submitted by:</b> Chris Boltz, Carmen Dominguez <b>Committee Meeting Date(s):</b> April 27, 2017 (Technical Review 4/19/17) <b>Committee Members Present:</b> Wendy Brill, Rebecca Eikey, Ann Lowe, Albert Loaiza, Audrey Green, David Andrus, Jason Burgdorfer (ABESNT: Jerry Buckley, Lisa Hopper, Kimberly Bonfiglio)	
<b>Type of Program:</b> (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T) 1. Technical Theatre Certificate 2. AA in Technical Theatre	
<b>Type of Proposal:</b> (Initiation or Substantial Modification) Initiation	
<b>Program Viability Evaluation Criteria</b>	<b>Program Viability Committee's Assessment</b>
<b>Program Description, Purpose, and Goals</b>	The proposal for a Technical Theatre Certificate and AA degree are in response to advisory committee meetings where the committee indicated a need to prepare students in the technical aspects of theatre for entry-level positions. These positions are not limited to traditional theatre, but also include opera, ballet, film, television, other performance events such as in theme parks. Technical Theatre involves scenery, lighting, sound, and costume design. The Needs Assessment study for these jobs indicate an expected growth to be between


	<p>11-14% from 2015-2020 for set exhibit designers and sound engineer technicians. There is an undersupply of degrees earned despite high projected annual openings. The courses that will comprise certificate and degree are also C-ID courses which will allow for the possibility of transfer of the courses to 4-year institutions and advancement in the field beyond entry-level positions.</p>
<b>Program Need and Justification</b>	
36. Relevance of the discipline and program to Transfer and/or CTE	<p>Technical theatre is a technical career with technicians working in a variety of industries, including entertainment and education. Furthermore, the C-ID courses are transferrable for bachelor degree attainment.</p>
37. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	<p>The advisory committee is supportive of these programs. The committee wanted both credit certificate and AA for this program. The certificate program will prepare students for entry-level work and the degree program provides an additional pathway for the possibility for further education in the discipline.</p>
38. What does the labor market study indicate? (CTE Only)	<p>The Needs Assessment has found that the number of degrees awarded in the past three years in the service area is 25 while the job openings are in the low 300s (set &amp; exhibit designers, sound engineers technicians). An additional report from the Centers of Excellence (Lori Sanchez, 2016), indicates that over the broader category of "Entertainers and Performers, Sports and Related Workers, All Other", that 37% has some post-secondary education or community college degree and earn a living wage. Technical Theatre is one job sector in this broader category and although there are over 1800 students enrolled in a three-year period in this type of program, there are only 25 degrees/certificates awarded. This indicates that students are "skill-builders" and able to get employment without a degree. The increase in media wage gain for these "skill-builders" is significant 64.5%. This sort of skill-building is common to this industry sector.</p>

39. Are there local universities with this program for students to transfer to? (Transfer Only)	The positions of Technical Director or Principle Designer require a BS or even MS degree and therefore the the Advisory Board recommended an AA degree in Technical Theater to encourage transfer. Additionally the courses required for the degree at CID and will help with transfer for those students desiring additional education.
40. Replication of programs in surrounding community college districts	Although there are other area colleges that either have a Technical Theatre certificate, degree, or classes (eg. Moorpark College, Los Angeles Community College, East Los Angeles College, Los Angeles Valley College, Los Angeles Mission College, Pierce College, Antelope Valley College), the proposed programs do not duplicate these programs. The Advisory Committee strongly suggested the addition of a CWEE course which is unique to the COC program and is not duplicated in any of the other area programs. The advisory committee feels strongly that we should encourage all students to complete CWEE maintaining THEAR 186B as an option for those students who are unable to travel to a work site while in school.
41. Enrollment trends in program disciplines (past and present)	N/A
42. Projected demand for this program in the future	To be determined, but the Needs Assessment indicates an expected growth in jobs related to technical theatre to be 11-14% from 2015 to 2020.
43. Any other data from program review in support of proposal	N/A
44. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	N/A
1. Frequency of course offerings or any reductions in offerings (Program Modification Only)	N/A
2. Term to term persistence of students within the program (Program Modification Only)	N/A
3. Success rates of students passing state and national licensing exams (Program Modification Only)	N/A



<b>Program and Curriculum Design</b>	
4. Program Outline of Required Courses	<p>PROPOSED COURSE LIST for both certificate and AA</p> <p>THEATR 110 Understanding Theatre (C-ID) Or THEATRE 110H Understanding Theatre Honors (C-ID in progress)</p> <p>THEATR 120 Stagecraft (C-ID)</p> <p>THEATR 130 Fundamentals of Costume Design (C-ID)</p> <p>THEATR 150 Introduction to Lighting Design (Course was recently unarchived – Approved by Curriculum Committee 3/02/17) (C-ID)</p> <p>THEATR 186A Technical Theatre I (Beginning) (C-ID)</p> <p>THEATR 186B Technical Theatre (Intermediate) (C-ID in progress) OR NEW COURSE Co-operative Work Experience</p> <p>THEATR 210 Script Analysis (C-ID)</p>
5. What courses are existing?	All except the CWE emphasis in technical theatre
6. What courses need to be created?	Most of the courses are already created, but there are two additional courses that could be added in the future for TMC.
7. Frequency of existing course offering	The courses in the proposed curriculum are being offered at least annually; many are scheduled every spring and fall semesters and align with the theatre productions. Courses will be offered at a minimum of a two year cycle.
8. Proposed offering frequency of new program courses	Pathway is created and course offerings align with the theatre production schedule.
9. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	Certificate will be possible or a AA.
10. Ability of program to meet standards of outside agencies/licensing boards	N/A
11. How will new courses and program articulate to institutions of higher education?	Yes, many of the courses are C-ID.
12. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	The advisory committee has been involved with shaping the development of this proposal.
<b>Implementation Plan and Institutional Support</b>	
13. Appropriateness of the projected timeframe for implementation of program	The courses are already being offered or will be unarchived. As the program grows,

	there may be additional courses added to join the AA-T with the Technical Theatre certificate. The desire to help students “learn on the job” has resulted in the addition of CWE as an option for students. The plan is to offer the CWE course in the PAC during productions.
14. Which school houses or will house this program?	VAPA
15. Which department houses or will house this program?	Theatre
16. Will AP 4023 (Merging/Splitting Departments) be needed?	No
17. Which current faculty will be responsible for this program?	Chris Boltz
18. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes
19. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Yes
20. What additional staffing resources will be needed to support this program?	Already have a partnership with the COC Performing Arts Center.
21. Are there facilities available for this program? If not what is the plan for getting facilities?	Already existing.
22. What is the funding source for this program?	Existing courses and funding.
23. Plan for institutionalization (if grant funded)	N/A
<b>Alignment of Program</b>	
24. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	This program is mostly a repackaging of existing theatre curriculum. This program aligns with the academic mission to prepare students for the workforce.
25. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	This program provides two additional pathways for students. One is the certificate which will help with entry-level jobs; the other (AA degree) for students

	who want to go into leadership roles in the field and hence will need additional education (transfer).
26. How does this program align with access and equity goals for students? How will this program have an impact on diversity	There are no prerequisites for the courses in this program and there are no restrictions on enrollment. While there is a perception that the field is “male-dominated,” with support from the Doing What Matters/Strong Workforce, a marketing plan will be developed to encourage all students to consider this field.
<b>Program Viability Committee Recommendation</b>  <hr/> Committee Chair's Signature	<input checked="" type="checkbox"/> <b>Initiate</b> _____ <input type="checkbox"/> <b>Not Initiate</b> _____  <input type="checkbox"/> <b>Modify</b> _____ <input type="checkbox"/> <b>Not Modify</b> _____

*All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.*

### Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The proposal was first reviewed in Technical Review on April 19, 2017. Additional questions have been addressed. Specifically, there was a question related to the specific skills employers are looking for. The courses proposed in the program are courses that address the specific skills that the advisory committee indicated students need for entry-level positions. The following jobs were also identified: Stagehand, deck carpenter, theatrical (entertainment) electrician, stage (entertainment) technician, audio (sound) technician, props artisan/carpenter, wardrobe, stitcher (for theatre/film etc.), costume technician, projection/video technician, grip, light board operator. Furthermore, additional information was provided related to the area colleges who offer either technical theatre degree/certificates or courses. The additional of CWE is unique to this program and is proposed in response to feedback from the advisory committee:

“Our advisory committee was interested in having students enter the work force with basic training and more importantly the critical thinking skills that allow them to be presented with a problem and find a solution without a supervisor holding their hand through the process. The committee also spoke about collaboration. In many instances, theatre technicians work as part of a team. The problems theatre technicians are faced with on a daily basis are not problems that they have specifically solved before, every show, every design, and every venue has requirements that are unique. The team of technicians that has to deal with them have to work together to find solutions.”

The proposal of a certificate and degree option, including the addition of CWE was created based on the input of the advisory committee, and allows students flexibility to complete a certificate or an AA degree. The Program Viability Committee unanimously voted to initiate this program.

**BP/AP 4021 Program Viability Evaluation Rubric**

**Name of Program:** Construction Technologies

**Proposal Submitted by:** Eric Arnold, Regina Blasberg, Ron McFarland

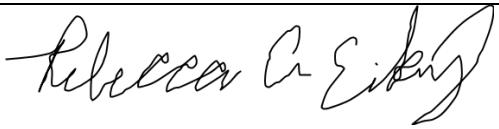
<b>Committee Meeting Date(s):</b> June 2, 2016, September 22, 2016, October 27, 2016, February 2, 2017, April 27, 2017 <b>Committee Members Present:</b> Wendy Brill, Rebecca Eikey, Ann Lowe, Albert Loiaza, Audrey Green, David Andrus, Jason Burgdorfer <b>ABESNT:</b> Jerry Buckley, Lisa Hopper, Kimberly Bonfiglio	
<b>Type of Program:</b> (Noncredit Certificate of Completion or Competency, Credit Certificate of Specialization or Achievement, AA/AS or AA-T/AS-T) 1. Noncredit certificate of completion (x 2) 2. Credit certificate of Achievement (x 4) 3. Certificate of Specialization (x 3) 4. Associate of Science Degree	
<b>Type of Proposal:</b> (Initiation or Substantial Modification) Combination of Initiation (creating a New Construction Tech Program) that includes a Substantial Modification of current programs (construction management, solar, and plumbing programs)	
<b>Program Viability Evaluation Criteria</b>	<b>Program Viability Committee's Assessment</b>
<b>Program Description, Purpose, and Goals</b>	The Construction Technology program will prepare students for entry-level positions in the construction trades industry. This includes building codes, carpentry, plumbing, electrical, masonry and general construction operations and safety. The new program, will roll in existing programs (Construction Management, Solar & Plumbing) into a more comprehensive program.
<b>Program Need and Justification</b>	
1. Relevance of the discipline and program to Transfer and/or CTE	Construction Technologies are CTE.
2. What feedback from CTE advisory committee is there in support of proposal? (CTE Only)	They met 2-3 weeks ago for construction management advisory board. The board membership is expanding to different trades. There is a new chair; and feedback at this point is in support of this program. The advisory board will continue to expand to accommodate the new program.
3. What does the labor market study indicate? (CTE Only)	The labor market study indicates 10-year projected job growth to be 24-40% for a variety of construction jobs including laborer, plumbers, carpenters, with only solar having a small projected job growth. The annual openings are over 4000, yet the number of degrees awarded is only 20.
4. Are there local universities with this program for students to transfer to? (Transfer Only)	N/A

5. Replication of programs in surrounding community college districts	No. The Demand is so high. The two closest are LA Trade Tech and PCC who are not keeping up with the demand. This program also has an aligned pathway with William S. Hart District
6. Enrollment trends in program disciplines (past and present)	The current programs (Construction Management, Plumbing, Solar) are relatively small, but have stable enrollments. However, solar has declined in enrollment from 2012-2015.
7. Projected demand for this program in the future	Projected demand is high. There is Marketing Support with the Doing What Matters local & regional. There is the Career Trust Pathway in place with Hart District.
8. Any other data from program review in support of proposal	Enrollment in the current programs has been stable. However, there was goal to connect these programs together into a comprehensive construction program to increase enrollment and outcomes.
9. Productivity in terms of WSCH per FTE ratios (Program Modification Only)	Construction Management – around 20 Plumbing – around 9
10. Frequency of course offerings or any reductions in offerings (Program Modification Only)	Solar and plumbing have been reduced, but by combining these programs with revised curriculum into the Construction Technology program, the frequency of offerings and number of offerings is expected to increase.
11. Term to term persistence of students within the program (Program Modification Only)	The data is from 2014/15 academic year: 90% Retention Rate for Construction Management; 94% Retention Rate for Plumbing; 82% Retention Rate for Solar.
12. Success rates of students passing state and national licensing exams (Program Modification Only)	The data is from 2014/15 academic year: 70% success rate for Construction Management; 51% success rate for Plumbing; 64% success rate for Solar
<b>Program and Curriculum Design</b>	
13. Program Outline of Required Courses	Credit: there are 6 existing courses and 6 new proposed courses that are being utilized for the AA Degree, 4 different Certificates of Achievement, 3 different certificates of specialization. Noncredit: there are 4 new noncredit courses proposed that will enable two different certificates of completion.
14. What courses are existing?	MFG-090, CONST-101, 103, 109, 122, 124.
15. What courses need to be created?	Carpentry 1 & 2 Plumbing 1 & 2 Electrical 1 & 2

	Noncredit – construction courses (2) On the 5/4 Curriculum agenda for final reading Noncredit – solar courses (2)
16. Frequency of existing course offering	MFGT and CONST classes are only offered once a year currently – in the evenings.
17. Proposed offering frequency of new program courses	Each course composing the certificate(s)/degree are planned to be offered every semester in short term format. There will be a focus to have night classes (4 hrs/twice weekly) so that working students can attend.
18. Ability of students to complete program given course offering schedule, general education requirements, and any unit caps pertaining to AD-Ts	It will be possible to complete a certificate of specialization (or noncredit certificate of completion) in one semester. The students could continue on towards the degree or certificate of achievement due to the alignment of the curriculum.
19. Ability of program to meet standards of outside agencies/licensing boards	The program plans to offer courses that will align with the Contractors State License Board (CSLB) Licensing Classification in Plumbing, Electrical, Framing and Rough Carpentry, Concrete, Masonry. It is possible that the CSLB will give 1.5 years-experience for students who earn an AS degree.
20. How will new courses and program articulate to institutions of higher education?	N/A
21. Input about quality of program (from program review, student evaluations, advisory committees, articulating universities, community, local businesses)	N/A – should be addressed after Pilot in place
<b>Implementation Plan and Institutional Support</b>	
22. Appropriateness of the projected timeframe for implementation of program	The noncredit courses are already in the curriculum process. The remaining courses are under development/revision.
23. Which school houses or will house this program?	Applied Technology
24. Which department houses or will house this program?	NEW DEPARTMENT – Construction Technologies
25. Will AP 4023 (Merging/Splitting Departments) be needed?	YES - This proposal has been used as the basis for evaluation in accordance with AP 4023. Those additional questions and corresponding answers are provided in separate document.
26. Which current faculty will be responsible for this program?	Eric Arnold

27. Are faculty in the school, department, or proposed program discipline supportive of this program?	Yes
28. Programs impact on current faculty and instructional support staff (deans, directors, administrative assistants, lab technicians)? Are they available to support this program?	Eric Arnold is the FT faculty member responsible for the program. For lab support, see below.
29. What additional staffing resources will be needed to support this program?	Lab Tech position is needed; this position has been authorized to hire. However, due to logistical reasons the position was recently pulled.
30. Are there facilities available for this program? If not what is the plan for getting facilities?	Will be housed at Canyon Country; two classes can be run concurrently at a time.
31. What is the funding source for this program?	Career Pathways Trust Grant Eligible for Perkins Grant
32. Plan for institutionalization (if grant funded)	Unknown. Expected that this program will go through the budget process once the grant funding is no longer possible.
<b>Alignment of Program</b>	
33. How does this program relate to current college curriculum and offerings in the context of the academic mission of the College?	The program meets the mission of the college to prepare students for careers. For students who want to pursue a career in the construction trades, they currently are seeking out other institutions. The construction management program has shown overall steady enrollment. However, construction management tends to target mid-career students; thus by adding entry-level training, it is expected that the two programs will complement each other well.
34. Alignment with the mission, values, and goals of the institution as outlined in most recent Strategic Plan	The program aligns with the Teaching and Learning goal. The program also aligns with the recommendations of the Strong Workforce Development Recommendations and the Doing What Matters (DWM) Initiative.
35. How does this program align with access and equity goals for students? How will this program have an impact on diversity?	It is anticipated that this program will contribute in a positive way to diversity. This will be addressed also through the Marketing Plan from DWM funds. In addition, Perkins will be also looking at all special populations and see if there are additional needs to be addressed.
<b>Program Viability Committee Recommendation</b>	<input checked="" type="checkbox"/> <b>X</b> <b>Initiate</b> <input type="checkbox"/> <b>Not Initiate</b>



 <hr/> Committee Chair's Signature	<div style="display: flex; justify-content: space-between;"> <span><input type="checkbox"/> <b>Modify</b></span> <span><input type="checkbox"/> <b>Not</b></span> </div> <div style="margin-top: 10px;"> <input type="checkbox"/> <b>Modify</b> </div>
--	--

*All newly initiated programs, to include substantial modifications, shall be deemed pilot programs for a period of three years. Categorical modifications will not be required to serve as pilot programs unless the Program Viability Committee deems it necessary for compelling reasons. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the programs existence. The original proposing party, or individual overseeing the program shall present the reports.*

### Program Viability Narrative

Use this section to complete a written narrative in support of the committee's recommendation and evaluation.

The proposal for Construction Technologies has been reviewed several times in full committee and in technical review on Feb 16, 2017. The program will create a new program/department by combining existing curricula with new courses. The committee recommends approval of this program as **Pilot Status**. Furthermore, the committee recognizes that AP 4023 (Academic Departments) is warranted and will provide separately an evaluation report on AP 4023.

### *HUMAN RSOURCES OFFICE*

Date: March 21, 2017  
 To: Rebecca Eikey  
 President, Academic Senate  
 From: Linda Clark  
 Senior Human Resources Generalist (Faculty)  
 Subject: Discipline Assignment for Robert Wonser

Name: Robert Wonser

Position: Full-time Sociology Instructor

Discipline Assignment: Sociology

The minimum qualifications for the discipline of Sociology:

- Possession of an unexpired California Community College Instructor Credential in Sociology

- ✓ Master's degree in Sociology
- Bachelor's degree in sociology **AND** a Master's degree in anthropology, and ethnic studies, social work, or psychology
- Equivalency Option #1

Robert Wonser meets minimum qualifications with:

- Master degree in Sociology from California State University, Northridge

*HUMAN RESOURCES OFFICE*

Date: 9/16/2016

To: Rebecca Eikey  
President, Academic Senate

From: Yvette Pesina-Vazquez  
Sr. Human Resources Generalist

Subject: Discipline Assignment for Samuel Bolanos

---

The following information is provided for discipline assignment

**Mr. Samuel Bolanos:**

Mr. Bolanos has been hired as a Computer Networking Instructor effective 8/12/16. The minimum qualifications for a Computer Information Systems and Computer Service Technology Instructor are:

- Possession of an unexpired California Community College Instructor Credential in Computer Networking
- OR - Any Bachelor's degree and two years of professional experience.
- OR - Any Associate degree and six years of professional experience.
- Equivalency Option #1 & Option #2

The following is provided for discipline assignment.

- M.S., Electrical Engineering, Loyola Marymount University
- B.S., Electronics Engineer ITESO University, Guadalajara, Mexico
- 11 years as Classified Instructional Lab Technician in the Computer Networking Program
- 4.38 years as Adjunct Computer Networking Instructor

**It appears Samuel Bolanos qualifies for the discipline of:**

- **Computer Information Systems**
- **Computer Service Technology**

### *HUMAN RESOURCES OFFICE*

Date: May 3, 2017

To: Rebecca Eikey  
President, Academic Senate

From: Linda Clark  
Senior Human Resources Generalist (Faculty)

Subject: Discipline Assignment for Mary Angelino

---

Name: Mary Angelino

Position: Full-time English Instructor

## Discipline Assignment: English

The minimum qualifications for the discipline of English:

- Possession of an unexpired California Community College Instructor Credential in English
- Master's degree in English, literature, comparative literature or composition
- Bachelor's degree in any of the above AND Master's degree in linguistics, TESL, speech, education with a specialization in reading, creative writing or journalism
- Equivalency Options 1 & 2:
- ✓ Equivalency Option 1: An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units;

**OR**

Equivalency Option 2: An official transcript documenting successful completion of a Bachelor's degree from an accredited institution of higher education in the requested discipline AND official transcripts documenting successful completion of a minimum of 18 semester units in discipline-specific graduate level courses in the requested discipline AND current enrollment in a Master's degree program in the requested discipline with the Master's degree to be completed within 24 months from the hire date.

Mary Angelino meets Equivalency Option 1:

- Master of Fine Arts degree in Creative Writing from University of Arkansas
- 27 semester units in the discipline at graduate level (see below)

Educational Institution	Course Number & Name	Graduate (G) Division	Semester Units Earned
University of Arkansas	ENGL5003, Composition Pedagogy	G	3
University of Arkansas	ENGL5033, Writing Workshop: Poetry	G	3
University of Arkansas	ENGL5243, Special Topics 20C AM & Brit Poetry	G	3
University of Arkansas	ENGL5293, Form & Theory Poetry II	G	3
University of Arkansas	ENGL5283, Form & theory Fiction II	G	3
University of Arkansas	ENGL510V, Readings in ENGL/AMER Lit	G	3
University of Arkansas	ENGL5243, Special Topics World Sonnet in Translation	G	3
University of Arkansas	ENGL5243, Special Topics OVID	G	3

University of Arkansas	ENGL5263, Craft of Fiction I	G	3
Total Semester Units:			27



Name:	Mary Angelino
Position Applied For:	English Instructor - Tenure Track
Date:	5-2-17

### EQUIVALENCY WORKSHEET FOR POSITIONS REQUIRING A MASTER'S DEGREE

This applies to disciplines listed under category (1) "Disciplines requiring a Master's degree" in the "Minimum Qualifications for Faculty and Administrators in California Community Colleges" guide which is available on our website. Please refer to the job announcement for the position you are applying for to determine which, if any, equivalencies are accepted for that position.

Please check the Equivalency Option 1 box below if you are requesting to be considered for this position. Please provide detailed information and supporting documents.

Please submit course descriptions when possible to help determine equivalency.

☐ **Equivalency Option 1** – You must submit a transcript documenting successful completion of any Master's degree from an accredited institution of higher education AND transcripts documenting successful completion of 24 units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units. If you checked this option, complete Section A below.

**\*\*Please remember to submit transcripts to support the equivalency\*\***

#### SECTION A

List conferred Master's degree and the 24 semester units in the discipline at the upper division and graduate level, specify which 12 or more units are graduate level semester units.

Master's Program Completed	Institution
Master of Fine Art	University of Arkansas, Fayetteville



Name: Mary Angelino  
 Position Applied For: English Instructor - Tenure Track  
 Date: 5-2-17

Course	Number of Semester/Quarter Units	Institution Course was Completed	Graduate Level (Y/N)
Composition Pedagogy	3	UA - Fayetteville	Y
Writing Workshop: Poetry	3	UA - Fayetteville	Y
ZoC AM & BRIT Poetry	3	UA - Fayetteville	Y
Form & Theory Poetry II	3	UA - Fayetteville	Y
Form & Theory Fiction II	3	UA - Fayetteville	Y
Readings in Engl/Amer.	3	UA - Fayetteville	Y
World Sonnets	3	UA - Fayetteville	Y
Ovid	3	UA - Fayetteville	Y
Craft of Fiction I	3	UA - Fayetteville	Y

I certify that the above information entered on this document is true and complete.

Mary Angelino

5-2-17  
Date

An Academic Senate Executive Committee met 4/13/17 (Lisa Hooper, Cindy Stephens, Teresa Ciardi, Miriam Golbert, Aivee Ortega, Jason Burgdorfer, David Andrus, Kelly Burke, Wendy Brill) – topics discussed:

1. Noncredit PRT Visit and Noncredit curriculum
2. CTE Committee formation
3. Formation of a new Noncredit Committee – consensus was yes
4. Committee membership – Faculty PD still needs a student representative as does COC Global; ACTION: send a list of committees that students can serve on to the committee chairs

**Doing What Matters Meeting 4/19/17** (Audrey Green, Jerry Buckley, Harriett Happel, Denee Pescarmona, Regina Blasberg)- discussion was on use of Regional Funds

Regional funding (one-time use) will be used to develop a Cybersecurity program. COC will host the 1-year temporary faculty position. That person will be responsible for developing the curriculum for use in the South Coast Central Region. The curriculum will be aligned for use throughout the region and will work with the regional DSN.

Other brainstorming ideas were generated for Regional funding – such as virtualization in CTE (would be useful in Welding and Construction).

Regional funding is being used to support CTE Liaison (who goes to regional events), marketing, and professional development.

### **ASCCC Spring 2017 Plenary - notes**

A very big thank you to Dr. Van Hook for purchasing a table for the ASCCC Foundation Spring Fling for the faculty who were attending the Plenary!

I am the Area C representative on the ASCCC Resolutions Committee – so Plenary is a working time for the committee. Final Resolutions posted here: <http://asccc.org/events/2017-04-20-150000-2017-04-22-230000/2017-spring-plenary-session>

Resolutions that passed by Acclamation

- 3.01 S17 Support for Marginalized Students
- 3.03 S17 Support for Students with Deferred Action for Childhood Arrivals (DACA) Status
- 5.01 S17 Sustainable Funding for Inmate Education Programs
- 7.04 S17 Accessing Data on LGBT-Identified Students from the CCCApply
- 13.01 S17 Support for Federal Funding of Arts and Humanities Programs
- 17.02 S17 Adequate Support and a Designed Point Person for Formerly Incarcerated Students

17.01 S17 Academic Senate Involvement in and Sign-off on Grants and Initiative Plans – COC authors!

### **April 20, 2017 General Session – Curriculum Review Update with Chancellor's Office**

North Far North Project (NFPN)– CTE – happened in fall 2016 – issues were identified that were both local and state in nature.

5C Committee

AT the State Chancellor's Office – changed the SACC to 5C and updated the membership to include more faculty (8) and 4 CIOs, a curriculum specialist, Vice Chancellor of Academic Affairs, Dean of Academic Affairs, Liaisons from ACCE and CTE deans – meet monthly.

Discoveries in 5C and NFPN

- Lack of training for new curriculum chairs
- Turnover of CIOs – average tenure is 3 years across the state
- Lack of curriculum specialists or lack of training
- Variations in timelines (first readings, second readings, frequency of meetings)
- Variations in submission to the BOT – “March is Math month”
- Overall length of approval doesn’t allow for flexibility for meeting industry demands

Curriculum – three phases

1. Local Development and Approval
2. Chancellor’s Office
3. External Process – veterans for example

Curriculum Workgroup – looked at these three issues – purpose to examine processes and determine if there could be ways to improve. Workgroup composed of CEO, CIO, ASCCC, Chancellors Office, 5C (1 curriculum specialist)

Volume of curriculum at State Chancellor’s Office is very large – especially at particular times of the year – there are only 13 FT for that office.

They developed a White Paper – will be released soon.

Ways to increase curriculum approval – starting with credit courses, then credit programs, then ADTS and then noncredit.

1. Certificate form now
2. BOT should be approving curriculum every month

### **Break-out Session - The Power of the Pen: Local Resolutions and How to Use Them**

*I co-presented with members of the ASCCC Resolutions Committee*

Examples of how local senates have used resolutions to affect change/action.

### **Second General Session - Panel Discussion: Creating Spaces for Student Support and Engagement**

1. RISE Program – Jennifer Kattman, Sierra College – Pathways/FYE program – tailored to Sierra College – student intervention teams (student success teams) – goal to have them join Honors Society and RISE pays the fees for Honors Society – specific criteria – First Gen students and first time students (meeting certain ethnic/minority groups). <https://www.sierracollege.edu/student-services/support-programs/rise.php>
2. LGBTQIA+ - Steven Deineh, Mira Costa College  
<http://www.miracosta.edu/student-services/lgbtqia/index.html> <http://www.ccclgbt.org/>

Chancellor’s Office (CO) has been collecting this data from CCCApply since 2013 but has not released to the colleges despite Ed Code and ASCCC Resolution; Ed Code request a designated Point of Contact of LGT students and employees and request assessment of quality of life for LGBT students and employees.

<http://codes.findlaw.com/ca/education-code/edc-sect-66271-2.html>

- Mira Costa College have LGBT in Equity Plan in 2014, 2015-16
- Mira Costa College have 3 LGBTQIA+ Student Scholarship Endowments
- Rainbow graduation stoles at Graduation
- Safe Space Training



- New Library database subscriptions – LGBT Life with Full Text and GenderWatch
- Completed Campus Pride Index Re-signed single user restrooms
- Included professional development workshops with cultural competency
- Letters to students/employees supporting gender rights –
- IDEA – have an LGBTQIA+ Resource Center/Pride Center – this is an equity issue
- TO DO – HR is adding gender identity and sexual orientation – voluntary – CSUN does this
- TO DO LGBT studies program and Learning Community –cohort
- TO DO Have student specialist in this area

**Break-Out Session** – Effective Practices for Educational Program Development, AB 1985 & ASCSU QRTF – Randy Beach, Ginni May

1. Paper on Effective Practices for Educational Program Development (Spring 2016)  
The paper focuses more on development of program rather than evaluating programs.  
Why was the resolution calling for this paper developed? Due to Task Force on Workforce, Job Creation & Strong Economy had several recommendations related to program development.

The paper is delayed because more conversation is needed, such as discussion around Guided Pathways.

Statewide service application – can request to be involved in Ed Policies Committee – and can get involved in this paper. Paper can be developed electronically; two in person meetings; phone meetings once a month.

2. Advanced Placement Exam GE Credit Policy – AB 1985
  - GE AP Credit Policy – does NOT apply to courses to meet major requirements.
  - CCC **must post this policy** on their website
  - IF colleges does not have a course similar to the AP, then the college shall award credit for the indicated GE Area shown on the CCC GE AP List; if there is no GE Area that fits the AP, then the college may award elective credit.
  - This policy does not address course-to-course awarding of AP credit as that is a local decision.  
[http://extranet.cccco.edu/Portals/1/AA/Credit/2017/AA17-20\\_AP\\_Credit\\_Policy\\_Final.pdf](http://extranet.cccco.edu/Portals/1/AA/Credit/2017/AA17-20_AP_Credit_Policy_Final.pdf)
3. Academic Senate Cal State University Quantitative Reasoning Taskforce report  
A Resolution was passed fall 2016 on this report. Took picture of the slides (“in a nutshell”) – issues with meeting requirements in Title 5 for all transfer level math courses must have a prerequisite of Intermediate Algebra for CSU and UCs.  
<http://www.asccc.org/sites/default/files/V.%20G.%20QRTF%20Final%20Report%2008-01-2016.pdf>  
Survey sent out – response – majority of the Recommendations (I-IV) were supported by the respondents.

Friday, April 21, 2017

#### **Update on Statewide Issues**

1. Accreditation – ACCJC got 18-month recognition from NACIQI (<https://sites.ed.gov/naciqi/> )
2. Budget – \$150M Guided Pathways; \$20M Innovation; \$5.4M Apprenticeships, EOPS, DSPS, Calworks, Childcare Tax; \$6M Integrated Library System; \$10 M to purchase Canvas
3. Curriculum – streamlining efforts and regional workshops; PCAH 6<sup>th</sup> edition coming soon;

4. Faculty Diversity & Hiring – reimagining the hiring process; Professional development around faculty hiring and cultural competence
5. Legislative Trends – supporting undocumented students, improved access and affordability; AB 705 & AB 847(resolutions to oppose); AB 637 – Equity plans (ASCCC interest in making sure all student populations, such as LGBT+, are included)
6. MQ & Equivalency – MQ Credit Apprenticeships – hearings scheduled for May 4 (north) and TBD (south)
7. Noncredit Summit – May 4-5 – sold out!
8. Strong Workforce Program – ASCCC survey in SWP development – to determine level of local involvement of faculty; asking for local senate sign-off on plans moving forward; CTE MQ workgroup; Year 2 and the 17% funding metrics being decided
9. Transfer – TMC in environmental science, hospitality & hotel management; law; social work; UC Transfer Pathways (UCTP) is looking at creating pilot with Chemistry and Physics
10. PD College – recommend to administrators to take to learn about our curriculum and senate processes; ASCCC has developed a Participatory Governance Model; 5 modules on Curriculum; underdevelopment modules on inmate education and new faculty orientation

**Break-Out Session** – Continuing the Conversation: Using Disaggregated SLO Data to Improve Teaching and Learning, Craig Ratan & Randy Beach

1. Standard I.B.6
  - a. considered an “emerging standard” by ACCJC
  - b. no sanctions yet related to this standard
  - c. if a college identifies this standard in a Quality Focus Essay, then they must address
  - d. other standards that deal with outcomes and performances (Std I.B.5, I.C.3, 2.A.3, 2.A.14, 2.A.9) should have disaggregation of data considered as part of the self-study.
2. Recommendations
  - a. colleges should identify key questions about instruction that they have yet to answer no gathered data on via other means.
  - b. Do not have to focus on course level for disaggregation – recommend program or institutional level.
  - c. Doesn’t have to be the same set of population of students for SLO data and achievement data, but could be.
  - d. Consider this standard as Action Research aimed at innovation and improvement.
3. Observations
  - a. Colleges have only started to conduct research related to this standard
  - b. Colleges have defined sub-populations in a variety of ways and have focused on local purposes
  - c. Have found that institutional priorities have guided course outcomes, this is opposite of the commission’s intent
  - d. Most colleges have focused on EQUITY
4. How should we disaggregate?
  - a. Section Attributes – some examples
    - i. Online vs face-to-face vs hybrid
    - ii. On campus vs off-campus location
    - iii. Evening vs day
    - iv. Learning Community/Cohorts vs not
    - v. Accelerated courses vs not
  - b. Student Attributes – some examples
    - i. Declared vs non-declared majors

- ii. Working vs non-working
    - iii. Dual enrollment vs not
  - c. Student Populations – similar to populations in Equity, 3SP, BSI plans
    - i. Age group
    - ii. Ethnicity
- 5. Questions to consider?
  - a. Student privacy? Protecting faculty identity?

How much data is needed to draw meaningful conclusions?

## Conference Report - Jason Burgdorfer

### Academic Senate Spring Plenary April 20<sup>th</sup> -22<sup>nd</sup>, 2017 San Mateo, CA

This was my first visit to either a spring or fall plenary conference of the Academic Senate for California Community Colleges. During the conference on Thursday and Friday I attended five breakout sessions covering the following topics:

1. Plenary Session 101: I'm New and Now What
2. Educational Program Development, AB 1985, and the QRTF: What are they, what has been done, and what's next?
3. Minimum Qualifications: AN Update from the CTE Minimum Qualifications Task Force
4. The Disciplines List – What Works and What Could Be Improved
5. Dual Enrollment – Where are we now?

Also on Friday I attended the Area C meeting where we discussed and amended resolutions that were to be voted on at the general session next day. During lunch on Friday the keynote speaker gave an excellent presentation on the demographic momentum that is changing the country and how California is demographically a generation ahead of the rest of the country.

On Saturday, I stayed to observe the voting on resolutions and on candidate running for statewide Academic Senate Offices. Of note, all of the resolutions introduced were passed and our Rebeca Eikey was elected to be one of the two Area C representatives on the Academic Senate Executive Committee.

## Academic Senate Spring Plenary 2017 Report – Regina Blasberg

### Diversity in Hiring

Adrienne Foster, ASCCC Area C Representative

David Morse, ASCCC Past President

This was a discussion about examining our current hiring processes to determine if they are the best processes with respect to diversity.

#### Key Points:

Title 5 and Ed Code says almost nothing about what a hiring process should have to be. So many of the things in the process may be able to be changed. Get hiring processes approved through the academic senate.

"A workforce that is continually responsive to the needs of a diverse student population"

## Pre-Hiring

*Creating the pool:* consider interview workshops for part-time faculty and encourage students to pursue teaching careers. Look at how and where you are recruiting.

*Job announcement:* Does it stress competence in diversity? Is it inviting?

If a prospective candidate walked on your campus, would they feel welcome?

The Hiring Process: Get policy in place so that faculty hiring is a faculty driven process - not an HR process. Process should be approved by the senate.

Interview questions: How can you make "the diversity question" meaningful?

Can you have multiple questions that address diversity? Can you reshape existing questions?

Example Diversity questions - We don't have to have a specific diversity question as long as the remaining questions address diversity

OLD: How would you deal with a disruptive student in your class?

NEW: How have you or would you address disruptive behavior by a student in your class and would your approach differ depending on an individual student's background or situation?

OLD: In discussing controversial topics in class, how do you create a learning environment where students with differing backgrounds and views can express themselves?

NEW: What do you do or have you done to make learning more appropriate and effective for diverse learners?

## The Role of the HR Department

Is your HR focused on compliance or on supporting progress and creativity?

Will your HR allow you to be more creative with the process?

## Strong Workforce Program: What Senate Leaders Need to Know

Lorraine Slattery-Farrell, ASCCC At-Large Rep and CTE Leadership Chair

Katie Krolikowski, ASCCC CTE Leadership Committee, Contra Costa College

Toni Parsons, ASCCC CTE Leadership Committee

Recommend each college develop a senate committee focused on CTE.

The CTE Liaison is a point of contact for the senate and the state. Look to increase CTE faculty involvement in governance.

Have conversations about the local and regional DWM plans. Make sure faculty have a voice in the planning process.

## Hot Topics: Online Education

Conan McKay, ASCCC At Large Representative

Lorraine Slattery-Farrell, ASCCC At Large Representative

La Tonya Parker, Online Committee Member

Stephanie Curry, Online Committee Member

The Hot Topics related to Distance Ed are:

-Accessibility

There are universal design elements to make everything accessible.

Ally software integrates with Canvas and scans your shell and identifies where accessibility problems are in your course.

-Regular and Effective Contact

Make sure you have a policy at the campus that clearly defines Regular and Effective Contact.

Fed dept of education (substantiative) and accreditation requirements are slightly different.

Senate is working on a definition for regular and effective contact.

-Accreditation

-Student Services

Integrate student services into online courses. All of student services has to be adapted for online students.

Does your college have an Instructional Designer for online courses/learning? This person can help.

### **Travel Report Highlight – Spring Plenary – Kimberly Bonfiglio**

**New Delegate Info and Resolution Writing** B/c I was not a “delegate” I skipped this. But, it would have been VERY helpful to have gone in terms of understanding later aspects of plenary and dealing with resolutions.

**LGBTQIA+** - Steven Deineh, from Mira Costa, spoke about their LGBTQIA+ program. They really go out of their way to create an environment that is welcoming and validating to this community.

They have an official LGBTQIA+ contact person on campus and listed in their catalog -- They regularly assess quality of life for student and faculty -- They embrace LGBTQIA+ as a group that is deserving of attention re: their equity plan and have incorporated this population into all discussions re: equity -- They're advocating at the state level to have LGBTQIA+ language added to policies re: equity -- They've created a brochure re: LGBTQIA+ related campus resources -- Their library subscribes to ProQuest: Gender Watch and EBSCO: LGBT Life with full text -- They have LGBTQIA+ scholarships -- At graduation they offer rainbow stoles for faculty and students -- Faculty have signage that they can put on office door to demonstrate supportive space -- They've designated single user restrooms on their campus maps -- There's a space dedicated to LGBTQIA+ pride which includes a resource center and they host

campus pride events as well as professional development re: LGBTQIA+ issues -- They've got and "Out at Mira Costa" employee page for faculty [www.ccclgbt.org](http://www.ccclgbt.org) and <http://www.miracosta.edu/student-services/lgbtqia/safespace.html>

**RISE program at Sierra College** – they are piloting a program that serves incoming students which involves wrapping a LOT of services around each student – it sounded similar to EOPS++. Students have success coaches that check up on them. The school also offers university tours to prep students for transfer.

**ASCCC Awards** – every year ASCCC awards one outstanding faculty in each region with the Hayward Award. On more than one occasion they do not get enough nominees to actually give out the award. Some colleges have institutionalized a process for making recommendations in terms of nominating someone yearly.

**Curriculum and Apprenticeship** – there are lots of rules regarding having students in apprenticeship programs. Instructors are not faculty but often employees of trade unions. Must meet MQs AND have training specifically in teaching techniques and adult learning styles. Apprentices MUST be paid. Classes must go through Curriculum Committee and requires Education Facility Agreements. College must belong to Registered Apprenticeship College Consortium (RACC) in order to offer college credit for apprenticeship. Funding: 85% of \$\$ goes to trade union and 15% goes to college. Instructor evals are a union issue??

**Civil Dialogue in the Face of Change** – takaways: Faculty should encourage discourse on sensitive topics. Staff might consider civility statements in their syllabi and anti-discrimination statements (perhaps this would be good for the COC syllabus addendum?). Display the Human Rights Equality Symbol throughout campus.

**Using Disaggregated SLO Data to Improve Teaching and Learning** – Most SLO data is driven by compliance vs inquisitiveness. Disaggregating data can be a good tool to assess student learning and see if two groups are different re: outcomes. Faculty are encouraged to disaggregate based on factors not related to simple demographics: F2F vs on-line, compressed vs full term classes, # of hours worked/wk, FT vs PT students, evening vs daytime classes, main campus vs CCC, declared vs non-declared status. Data is not meant to evaluate faculty but student learning and guide pedagogy. ACCJC is looking to see that this is happening.

**Hot Topics: Online Education:** discussed 508 compliance, Regular and Effective contact, and Accreditation and helping student access campus resources. - Does campus have policy/definition printed in catalog and schedule re: how many hrs faculty have to respond to students? Is there a BOT policy re: R&E contact? R&E contact must be ***instructor initiated***. Canvas live chat feature documents conversations. On-line office hrs do NOT count as R&E contact. When using 3<sup>rd</sup> party vendors faculty need to make sure that they archive faculty/student comm. Suggested that link to Student Svcs/on-line counseling be added to Canvas shells (just like TLC/library)



To: **Academic Senate**

From: **Paul Wickline, Dean, School of Social & Behavioral Science and Interstate Passport Facilitator**

RE: **Progress Report on Interstate Passport Block Development by College of the Canyons Faculty**

Date: **April 20, 2017**

Below is a summary of the activities that took place this semester in the development of the Interstate Passport Blocks to meet deliverable and requirement of the WICHE Interstate Passport Sub-Award.

**A few notes first:**

- Throughout the process of developing Passport Blocks, the goal has been to focus on selecting GE courses for the 9 Blocks that a significant number of students were already taking that fulfilled both UC and CSU requirements (where possible). See the attached document “Top Courses\_Revised 3-15-17.”
- To become a Passport Institution, institutions must automatically notify any student who has met the requirements of the Passport. We cannot currently do this through Datatel.
- As a result of the meetings with various constituencies this year, the decision was made to prepare a **simple, “one course option” pathway** that could more easily be queried in Datatel.
- MIS is working to develop a query to search the system for the pathway below; however, any query that would involve an “either/or” selection of courses is impossible at this time. However, the “single-choice” pathway below ensures students complete GE requirements and required units in Natural Sciences (A), Social Science (B), Humanities and Fine Arts (C), Language and Rationality (D), American Institutions (E) required to transfer to CSU.  
<https://www.canyons.edu/Offices/Counseling/Documents/Associate%20Degree%20Requirements%202016.pdf>
- As we explore the possibility of becoming a Passport Institution, we would expand the pathway to include multiple options (“pathways”) for students to effectively complete the Interstate Passport. A spreadsheet has been prepared with those options in addition to the prescribed pathway that will be submitted to WICHE at the end of May 2017.

#### Summary of Activities:

- Feb 10: Meeting with more than **20 faculty and department chairs** to discuss construction of the Passport blocks. Began development of passport blocks. Faculty present from the following disciplines:



<ul style="list-style-type: none"> <li>• Math</li> <li>• Biology</li> <li>• Chemistry</li> <li>• English</li> </ul>	<ul style="list-style-type: none"> <li>• Geography</li> <li>• Geology</li> <li>• Spanish</li> <li>• French</li> </ul>	<ul style="list-style-type: none"> <li>• Art</li> <li>• Photography</li> <li>• Cinema</li> <li>• Counseling</li> </ul>	<ul style="list-style-type: none"> <li>• Sociology</li> <li>• History</li> <li>• </li> </ul>
---	---	--	--

**NOTE: This first meeting was also to check congruence between Interstate Passport Outcomes and COC Course-level SLOs to determine whether to go forward with the project or end participation. The decision was made by the group that there was SIGNIFICANT congruence and to go forward.**

Over the next two months, numerous meetings (face to face and via email) were also held with faculty in the following departments to discuss development of passport blocks:

<ul style="list-style-type: none"> <li>• Anthropology</li> <li>• Communication Studies</li> <li>• Psychology</li> <li>• Sociology (stats)</li> </ul>	<ul style="list-style-type: none"> <li>• Political Science</li> <li>• Economics</li> <li>• Astronomy</li> <li>• Physical Science</li> </ul>
--	---

Efforts were also made to get feedback from Philosophy and VAPA faculty to contribute courses to the Passport Blocks; however, they were unable to assist at this time. Our hope is that they would consider adding courses at a later date; however, compensation would be unavailable through the grant.

<b>Additional meetings:</b>
-----------------------------

- FALL 2016: Meetings were held with or presentations made to the following groups in fall semester before submitting the application to WICHE for the sub-award:
    - Curriculum Committee
    - CASL
    - Meeting with SLO Coordinators and Academic Senate President
    - Academic Senate President's Report to Senate
    - Presentation to the BOT via President's Report
    - Meeting with Audrey Green, Associate Vice President of Academic Affairs and Dr. Jerry Buckley, Vice President of Academic Affairs
    - Presentation to CPT and Deans' Council
  - Progress Report/Q&A made to the **Committee on Assessment of Student Learning** on **2/22**.
  - Meeting with WICHE staff (WICHE Registrar, WICHE Project Director) and COC staff (Dean of Institutional Planning, Dean of Enrollment Services and Assistant Director of Admissions & Records on **3/21**.
  - Meeting held with MIS director Mark Garcia **3/23**.
  - Meeting with **Natural Sciences** faculty to discuss Bio, Chem, Astron, Geol, Geog and Physical Sciences classes on **3/23**.
- 

**DRAFT ONLY!**

**INTERSTATE PASSPORT -- Passport Blocks**

Note: The "single-choice" pathway below was necessary based on current limitations of our Datatel system and an inability to automatically notify students who may have completed a particular sequence of courses. MIS is working to develop a query to search the system for the pathway below; however, any query that would involve an "either/or" selection of courses is impossible at this time. However, the "single-choice" pathway below ensures students complete GE requirements and required units in Natural Sciences (A), Social Science (B), Humanities and Fine Arts (C), Language and Rationality (D), American Institutions (E) required to transfer to CSU.

<https://www.canyons.edu/Offices/Counseling/Documents/Associate%20Degree%20Requirements%202016.pdf>



FOUNDATIONAL SKILLS	KNOWLEDGE OF CONCEPTS	CROSSCUTTING SKILLS
<b>Oral Communications (1 course)</b>	<b>Natural Sciences (2 courses)</b>	<b>Critical Thinking (1 course)</b>
<b>COMS 105 (#4)</b>	<b>BIO 100 (#19)</b>	<b>ENG 103 (#7)</b>
Many additional options exist within COMS program as well.	<b>And</b>	Or
<b>Written Communication (1 course)</b>	<b>CHEM 151 (#17)</b>	ENG 101 (#1)
<b>ENGL 101 (#1)</b>	Note: Also considering <b>ANTHRO 101 (#11)</b> , <b>ASTRON 100 (#24)</b> , and others but would need <b>LABS</b> as well.	Or
		(many options exist)
	<b>Human Cultures (1 course)</b>	<b>Teamwork and Value Systems (1 course)</b>
	<b>HIST 111 (#2)</b>	<b>COUNS 150 (#37)</b>
<b>Quantitative Literacy (1 course)</b>	Or	Or
<b>MATH 140 (#10)</b>	ANTHRO 103 (#20)	COMS 120 (#75)
Or	Or	Or
PSYCH 104 (#113)	POLI SCI 150 (#3)	DANCE, MUSIC or THEATRE ENSEMBLES and PRODUCTION COURSES
Or	Or	Or ....
SOCI 137 (#151)	SPAN 101 (#13) Or.... (many options)	(many other options exist including many LAB science classes)
	<b>Human Society and the Individual (1 course)</b>	
	<b>PSYCH 101 (#5)</b>	
	Or	
	POLI SCI 150 (#3)	
	Or	
	HIST (111, 112, 120, etc....)	
	Or	
	SOCI 101 (#8) <b>And</b> SOCI 102 (#97)	
	Or .... (many options exist)	
	<b>Creative Expression (1 course)</b>	
	<b>PHOTO 150 (#45)</b>	
	Or... (see page 2)	



**DRAFT ONLY!**

ART 124A (#50)

Or take one course each from both of the columns:

<u>COLUMN A</u>	<u>COLUMN B</u>
<u>(Learning Outcomes 1,2, 3, 5)</u>	<u>(Learning Outcome 4)</u>
MUSIC 105 (#73) MUSIC 107 (#80) DANCE 100 (#16) CINEMA 120 (#18) GMD 120 (#66) ART 110 (#44) ART 111 (#51) PHOTO 140 (#42) THEATR 110 (#75)	MUSIC 100 (#77)  Any music, theatre or dance activity /lab/performance course...

## **COC Global:**

### **A Comprehensive Approach to Internationalization Through Campus Engagement**

Jia-Yi Cheng-Levine, Ph.D.

Director, International Services & Programs (ISP)

College of the Canyons

Jia-Yi.Cheng-Levine@canyons.edu

#### ***Introduction and Needs Statement:***

COC Global: A Taskforce on Comprehensive Internationalization was formed November 2016 as an initiative by the Office of International Services and Programs (ISP) at College of the Canyons (COC). With logistic and resource support from the ISP Office, COC Global is a faculty-led taskforce with participation from student leadership, classified staff, and administration. The Taskforce bears the mission to lead students to be successful in a globally interconnected world. It shares the College's mission of envisioning a future where all students, both domestic and international, will succeed in a world marked by interdependence, diversity, and rapid technological change. It does so by supporting faculty in the development of a comprehensive educational experience that emphasizes global awareness, responsibility, participation, and leadership through education abroad and curriculum development and infusion. The Taskforce's philosophy lies in fostering a campus climate characterized by civility, collegiality, and acceptance, and aims to instill in our students honesty, integrity, social responsibility, and ethical behavior.

Through the support of the CCIE Institutional Grant, College of the Canyons will:

- I. Produce a video to introduce COC Global and Comprehensive Internationalization, including education abroad programs at COC; and
- II. Engage students, staff, and faculty in global awareness-raising events throughout the year.

As a new taskforce with an ambitious mission, COC Global needs funding to promote its activities and to support existing international education programs, such as COC's faculty-led, short-term Education Travel programs, which have been in existence since 2004. Education Travel trips are run through the Education Travel Advisory Committee (ETAC) for discussion and suggestions. ETAC then recommends appropriate trips to the Vice President of Academic Affairs for approval. The factors by which ETAC makes recommendations are faculty experiences, avoidance of conflict with other trips, variety of locations, and availability of the classes. Our educational travel programs are inter-disciplinary in nature, providing students with learning opportunities that combine hospitality with art history, language with environmental studies, and history and literature. The Advisory Committee does not have a budget for marketing the programs. A video that showcases COC's internationalization effort, including education abroad experiences for faculty and students as well as campus engagement events, would help draw positive attention to COC Global as well as ETAC and other education abroad opportunities later on. A well-made, effective video, with shots from events and interviews with education abroad faculty and students, can promote the importance of international education, bring programs to the spotlight, and help remove institutional barriers by creating a larger buy-in from faculty, students, and administration.

In addition to education abroad, student and staff campus engagement is equally significant to bring forward the importance of international education. Campus-wide participation of events by international and domestic students, as well as faculty and staff, would help thread the dialogue on campus on subjects of international natures.

## **Process Narrative:**

### **I. Video Production on Comprehensive Internationalization: \$1,455**

The intent of the video is to highlight who COC Global is and what they do, as well as ETAC's education abroad experiences with faculty and students. ETAC was formed in 2004 with the intention to support faculty on developing education abroad experiences for our students. A core group of faculty, with assistance from the Dean of Distance Education and Learning Resources for logistic and administrative support, have successfully led an average of two short-term trips a year to Europe, Latin American, and Asia. ETAC supports faculty by providing guidelines on educational travel and connecting faculty to available resources on campus and in the region, such as through the Citrus Consortium. The education abroad experience of faculty and students has never formally been captured in a video for promotional purposes. The video can be used by COC Global and ETAC to encourage larger participation from the faculty and student groups.

The timeline, upon the approval of the grant, will be:

- May, 2017: Identify a current COC student with video production experience
- June-July, 2017: Discuss and brainstorm the layout and design of the video
- August-October, 2017: Complete the video for PIO approval
- November, 2017: Release the video, ideally during the International Education Week

### **II. Campus-Engagement Events: \$1,500 for material and marketing support for COC Global**

COC Global hopes to engage the campus community by (co-)sponsoring the following events on campus to raise awareness about comprehensive internationalization and to encourage dialogue on topics of international nature:

#### **A. Star Party: "Science Is International": May 5, 2017, Cost: \$200, material fees**

- B. College of the Canyons hosts a Star Party every semester. This is a free event that invites both students and community members to learn more about the complexity and beauty of the universe. This year's Star Party will have a "Science Is International" theme. Astronomy is one of the oldest of the natural sciences. The early civilizations in recorded history, like the Mayans in Mexico, performed methodical observations of the night sky. This year's Star Party will have telescope viewing, speakers, immersive education and hands-on activities that highlight how science transcends borders. COC Global will invite international students to help develop and execute activities about science and history of scientific development in their own countries. Students will make poster boards and possible models for display. Funds will cover costs of the materials students may need. Encouraging the participation of international students helps bring diverse voices and perspectives to the Star Party. Additionally, it helps further integrate international students into COC's campus life.

#### **What Is Comprehensive Internationalization (CI): Cost: \$200, food; August 2017 and February 2018 during Flex weeks**

This will be a FLEX workshop primarily for faculty to better understand what is comprehensive internationalization and brainstorm ideas on how they may effectively integrate topics and concepts into instruction. COC Global Steering Committee will provide an overview of the key concepts about CI, based on the NAFSA's statement paper on the subject, and what COC Global hopes to do to institutionalize internationalization at COC. At the workshop, we will seek input and ideas from participants on how to envision a campus with a learning and working environment characterized by civility, collegiality, and acceptance of people of all cultures and linguistic backgrounds.

#### **International Education Week (November 13 – 17) Events: \$600**

1. Coffee Around the World: History, Culture, Economy, and Science of Coffee; Cost \$400 for procurement of coffee:

Showcasing coffee from at least five regions around the world, the event will feature speakers with interest in, or expertise on, the history, economy, and science of coffee, with emphasis on cultural significance of coffee for each region/country represented.

2. Global Diversity on COC Campus; Panel; Food Cost \$200:

This panel will feature international students and faculty of international backgrounds, with focus on perceptions, realities, and hopes and dreams of the panelists from different regions of the world.

**Promotional Material to Market COC Global and Its Events: \$500**

Like any significant initiative on college campus, marketing and promotion are key to its success and continuation. We will utilize the College's Public Information Office to push out information on COC Global events through social media; however, an effective and well-designed video as mentioned above, along with promotional materials for the events, will be needed to brand COC Global and the events.

These events will stimulate community-wide dialogues on the topic of internationalization as viewed through the lens of food, immigration matters, and "shared scientific exploration." The involvement in planning for the events will reinforce the concept of cooperation, while highlighting the achievements of our international students and programs. The large scale of these projects are intentional, as it will necessitate teamwork across our campus. The simple act of having international students working collaboratively with domestic students, staff, and programs toward a common goal, will be a catalyst for intercultural exchanges – a primary component of the CCIE's vision statement.

As the ISP continues to grow, it will be in the position to continuously support COC Global on a series of the events as recommended by the Committee members and interested faculty and students.

***Proposed Budget: \$3,000***

College Assistant for video production	\$15.00/hour	\$1,455
Benefits	3%	\$45
Star Party supplies		\$200
Food for events		\$800
COC Global Promotional Items		\$500
<b>Total</b>		<b>\$3,000</b>

**CCIE INSTITUTIONAL GRANTS: 2017¶**  
**INFORMATION PAGE¶**  
**Application Due Date: March 17, 2017¶**

¶

**Purpose:** The key elements to increasing international education at our colleges are the availability of programs and the building of a cohort of leadership. Hence, the purpose of these grants is to provide start-up funding for institutions wanting to either create a new international program or augment an existing international program. In the process, we will develop a new cohort of CCIE international education mentors. ¶

¶

Each year, CCIE Institutional Grants will be competitively awarded to assist colleges overcome institutional barriers by better planning and implementing international education programs. **Up to \$3,000 will be awarded to a CCIE member college that is current with their dues.** ¶

→ ¶

**Types of International Education Programs Allowed.** The key goal of the institutional grants is to help demonstrate internationalization across campus and/or curriculum. All international educational programs are allowed under the guidelines of the CCIE Institutional Grant. These include, but are not limited to: ¶

- a) international student programs ¶
- b) education/study abroad programs ¶
- c) internationalizing curriculum programs ¶
- d) international development programs ¶
- e) institutionalization programs ¶

The key element of these grants is institutionalization of international education. Proposals that address multiple aspects of international education throughout the campus have preference. ¶

¶

**Selection Process:** All CCIE member colleges that are current with their dues will be eligible for institutional grants provided they adhere to guidelines established by the grant that indicate post-grant institutionalization of grant programs. Each college applicant will need to demonstrate the following: ¶

- a) Mandatory letter of support signed by each of the following: CEO, CIO and Faculty Senate President. The reason for this letter is to ensure that all college stakeholders support the international education initiative. This letter will indicate the willingness of the college to ensure continuation of the developed or enhanced program when grant funds end. ¶
- b) Demonstration of an existing campus-based international education committee and/or plans for the creation of such a committee. This committee becomes essential in helping to guide the creation and implementation of new programs and becomes a visible component for institutionalization. ¶
- c) Agreement to adhere to the standards of the field including health, safety and legal issues related to community college international education. ¶
- d) Agreement to participate in the CCIE mentor cohort. ¶
- e) Description of how the applicants will spend the grant monies. ¶

¶

**Selection Committee:** A CCIE Institutional Grant Selection Committee will be appointed by the President of CCIE and submitted to the CCIE Board of Directors for approval. This Committee will review, rank and then award the Institutional Grants. The criteria for selection will include the following: a) satisfaction of the application components; b) ability to participate in the program; c) demonstrated college support and enthusiasm to endorse international education to the college academic environment and d) foundation for institutional on-going financial and logistical support. ¶

¶

**Budget:** Each community college has its own unique needs that vary with size, location, and student compositions. As such, each college will want to utilize their Institutional Grant in different ways. However, in order to sustain accountability, there are four categories in which the monies can be spent → ¶

- a) Stipends/Contracts. Included in this category is hourly salary to a) hire new staff; b) provide release time or re-assigned time for existing faculty/staff; c) professional expert pay; or d) faculty/staff developmental grants. ¶
- b) Production costs. This includes any costs affiliated with overseeing a particular project. Costs can include foundational research, site visits, professional development, etc. ¶
- c) Marketing costs. For many community college students, not having the information is the biggest barrier to participation. Funding in this category can be used towards: a) purchasing big sandwich boards placed in strategic places; b) professional looking posters and/or banners that would be placed around campus to augment placing ads in schedules of classes; c) postage for regular mailings; and d) other forms of marketing. ¶
- d) Material costs to support an office. The single most important criteria to a successful international education is having a visible office that is appropriately staffed. The Institutional grants will help provide funding to make this a reality. Some of the items where funding in this category could be used include funding for clerical and/or student help or for office supplies such as folders, or other materials of need. ¶

~ ¶

**Monitoring:** Continual assessment will include on-going communication between the CCIE Director, Rosalind Raby, and the award designees will help to define project accountability, feasibility and measurability. The communication will also allow for detecting programs and/or discrepancies that may arise and thereby allow them to be corrected in a timely manner. Program monitoring will include: ¶.....Section Break (Continuous).....

1. → **Bi-Annual reports** from college grant recipients to assess the extent to which programs are being development and/or revised. These reports will help maintain quality control over the project. Each report will be about one page and should document the progress of the development of the program. Each report should also specify how much and for what specific purposes the monies have been spent. ¶
2. → **Quarterly e-mails** between grant recipients to allow for the sharing of best practices. These e-mails will form the foundation of the CCIE cohort mentor. In the 2<sup>nd</sup> year of the program, the 1<sup>st</sup> year mentors will help mentor new members. ¶
3. → **In-person meeting** where grant recipients will be invited guest speakers. ¶

## CCIE-2017-INSTITUTIONAL-GRANT-APPLICATION¶

**AMOUNT** → → Grants will be awarded for up to \$3,000. ¶

**REVIEW** → → All proposals will be screened and ranked by a CCIE Grant Review Committee. Final determination of awards rests with the CCIE Board of Directors. ¶

**ELIGIBILITY** → → Any California community college who is current with CCIE dues. ¶

¶

### FORMAL PROPOSAL COMPONENTS¶

4-page description of the international education program being designed and the relationship of that program to your college/district. Complete the Cover Page and Application Criteria. Submit to Rosalind Raby at [rabyrl@aol.com](mailto:rabyrl@aol.com). ¶

¶

**(1) Needs Statement.** Why are you intending in creating or enhancing an international education program? How does it fit within the overall mission of your institution? Why does your college need this institutional grant? ¶

¶

**(2) Process Narrative.** Include the following items in your Process Narrative. ¶

A) Concrete examples of what your college will need to do to develop and implement and successfully launch this new program or enhance an existing program. ¶

→ B) Estimated Time-line that goes from April 1 to April 1. ¶

C) Explain a) why the specific program was chosen, b) how it will benefit the students at your college, c) how it will be linked to other college programs; and d) why your college believes it is important to offer that program. ¶

D) Acknowledge that your college already has, or during the granting period, will develop a plan to create the following: ¶

a) physical place (i.e. Office) for dissemination of information. ¶

b) person to help staff that place; ¶

c) campus/district International Education Committee. ¶

d) outreach efforts to the campus financial aid office, counseling division, faculty senate and Study Body government. ¶

¶

**(3) Itemized Budget.** Provide a detailed description of how the grant monies will be spent, an explanation as to why these funds are needed, and a statement as to how the program will self-sustain itself in the post-granting period. ¶

¶

**(4) Letter of Support.** The letters of support are for the presence of international education on the campus and in the post-grant period and NOT for the specifics of the program proposed. The letter needs to be signed by each of the following: a) Chancellor (in multi-college district) or Superintendent/President (in single college district), b) College Chief Instructional Officer; and c) College Faculty Senate President. Additional support letters can be solicited from deans, department chairs, and Board members. ¶

Letters should be e-mailed to Rosalind Raby at [rabyrl@aol.com](mailto:rabyrl@aol.com). ¶

¶



## १

१

१

१

१

१

१

→ → → → → → → → → → **AGREE!**

१

→ e-mail-exchange-to-share-best-practices-and-field-questions. → → 

१

## Part-Time Faculty Minimum Qualifications & Equivalencies

Name ✕	Position Title (Discipline Assignment, if different) ¶ ✕	Minimum Qualifications or Equivalency (MQ&E) for the specified discipline as listed in the current state MQ&E state handbook / Equivalency ✕	Evidence for how the faculty member meets MQ&E ✕
Mares, Samuel ✕	Adjunct Accounting ✕	Master's in accountancy or business administration with accounting concentration. ¶ OR Bachelor's in business with accounting emphasis or business administration with accounting emphasis or economics with an accounting emphasis AND Master's in business, business administration, business education, economics, taxation, finance. ¶ OR the equivalent (none accepted) ¶ (NOTE: A bachelor's degree in accountancy or business administration with accounting concentration, with a CPA license is an alternative qualification for this discipline) ¶ ✕	MA Accountancy, CSUN ✕
Rumley, Joseph ✕	Adjunct Accounting ✕	✕	BA Business Administration with Accounting Theory and Practice, CSUN and MA Business Administration, Pepperdine University ✕
Crowe, Lee ✕	Adjunct Animation (Media Production) ✕	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience ( # 1, 2) ✕	MA Illustration, Savannah College of Art and Design, plus over 10 yrs. exp. ✕
Mackey, Elizabeth ✕	Adjunct Art ✕	Master's in fine arts, art, or art history. ¶ OR Bachelor's in any of the above AND Master's in humanities. ¶ OR the equivalent ( # 1) ¶ (NOTE: "Master's in fine arts" as used here refers to any master's degree in the subject matter of fine arts, which is defined to include visual studio arts such as drawing, painting, sculpture, printmaking, ceramics, textiles, and metal and jewelry art; and also art education and art therapy. It does	MA Art History, USC Los Angeles ✕

		not refer to the "Master of Fine Arts" (MFA) degree when that degree is based on specialization in performing arts or dance. ¶ film, video, photography, creative writing or other non-plastic arts) ✕	
Orantes, Devora ✕	Adjunct Art ✕	✕	MA Drawing and Painting, CSU Fullerton ✕
Ryan Stallones, Erica ✕	Adjunct Art ✕	✕	MFA Art, Claremont Graduate University ✕
Ayoub-Mendez, Sandra ✕	Adjunct ASL (Sign Language, American) ✕	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience ( # 1, 2) ✕	BA Deaf Studies, CSUN, plus over 2 years exp. ✕
Travouillon, Tony ¶ ✕	Adjunct Astronomy ✕	Master's in physics, astronomy or astrophysics. ¶ OR Bachelor's in physics or astronomy. ¶ AND Master's in engineering, mathematics, meteorology or geophysics. ¶ OR the equivalent (none accepted) ✕	Ph.D. Astrophysics, IDRF Evaluation ✕
Iniguez, Jorge ¶ ✕	Adjunct Biological Sciences ✕	Master's in any biological science. ¶ OR Bachelor's in any biological science. ¶ AND Master's in biochemistry, biophysics, or marine science. ¶ OR the equivalent (none accepted) ✕	Ph.D. Biological Sciences, UC Irvine ✕
Kwok, Ernest ✕	Adjunct Biological Sciences ✕	✕	Ph.D. Plant Molecular Biology, Cornell University ✕
Preza, Gloria ✕	Adjunct Biological Sciences ✕	✕	Ph.D. Cellular & Molecular Biology, UCLA ✕
Thon, Vicki ¶ ✕	Adjunct Biological Sciences ✕	✕	Ph.D. Microbiology, University of Missouri-Columbia ✕
Ziv, Nurit ¶ ✕	Adjunct Biological Sciences ✕	✕	MS Physiological Science, UCLA ✕
Issa, Yasser ✕	Adjunct Business ✕	Master's in business, business management, business. ¶ administration, accountancy, finance, marketing or business education. ¶ OR Bachelor's in any of the above AND Master's in economics, personnel	BS Business Administration/Human Resource Management, CSUN and MA Public Administration/Public Sector Management and Leadership, CSUN ✕

		management, public administration, or JD or LL.B. degree.¶ OR Bachelor's in economics with a business emphasis AND Master's in personnel management, public administration, or JD or LL.B. degree.¶ OR the equivalent (none accepted) x	
Marxen, Julie x	Adjunct Business x	x	MA Business Administration, Saint Joseph's University x
Quire, Gary x	Adjunct Business x	x	MA Business Administration, University Redlands x
Markarian, Maral x	Adjunct CAWT (Office Technologies) x	Any bachelor's degree or higher and two years of professional experience, or any associate degree and six years of professional experience (#1, 2) x	BA Art, University of Lavern, plus 2 years exp. x
O'Conner, Zaida x	Adjunct CAWT (Office Technologies) x	x	MA Information Systems, University of Phoenix, plus 2 years exp. x
Feiler, David ¶ x	Adjunct Chemistry x	Master's in chemistry.¶ OR Bachelor's in chemistry or biochemistry.¶ AND Master's in biochemistry, chemical engineering, chemical physics, physics, molecular biology or geochemistry.¶ OR the equivalent (#1) x	Ph.D. Chemistry, UCLA x
Lakshminarayanan, Kamatchi ¶ x	Adjunct Chemistry x	x	MS Applied Chemistry, Anna University, BS Chemistry, University of Madras (Degree evaluated by ECE) x
Johnson, Lily x	Adjunct Communication Studies x	Master's in speech, speech broadcasting, ¶ Studies (Speech telecommunications, rhetoric, communication, Communication).¶ communication studies, speech communication or organizational communication.¶ OR.¶ Bachelor's in any of the above AND Master's in drama/theater arts, mass communication or English.¶ OR the equivalent (#1) x	Ph.D. Speech Communication, Southern Illinois University x

Juneja, Urvashi x	Adjunct Computer Science x	Master's in computer science or computer engineering.¶ OR Bachelor's in either of the above AND.¶ Master's in mathematics, cybernetics, business administration, accounting or engineering.¶ OR Bachelor's in engineering AND Master's in cybernetics, engineering, mathematics, or business administration.¶ OR Bachelor's in mathematics AND Master's in cybernetics, engineering, mathematics, or business administration.¶ OR Bachelor's degree in any of the above.¶ AND A master's degree in information science, computer information systems, or information systems.¶ OR the equivalent (#1)¶ (NOTE: Courses in the use of computer programs for application to a particular discipline may be classified for minimum qualifications purposes, under the discipline of the application.) x	MS Computer Science, CSULA x
McFarland, Ronald ¶ x	Adjunct Computer Science x	x	Ph.D. Computer Technology, Nova Southeastern University x
Macaranas, Mildred x	Adjunct Counselor (Financial Aid) x	Master's in counseling, rehabilitation counseling, clinical psychology, counseling psychology, guidance counseling, educational counseling, social work, career development, marriage and family therapy or marriage, family and child counseling, ¶ OR the equivalent (none accepted)¶ (NOTE: A bachelor's degree in one of the listed degrees and a license as a Marriage and Family Therapist (MFT) is an alternative qualification for this discipline.) x	MA Counseling Psychology, Mount St. Mary's University x
Guardado, Rochelle x	Adjunct Dance x	Master's in dance, physical education with a dance emphasis, or theater with dance emphasis, OR Bachelor's in any of the	MA Dance, Hollins University x

		above-AND-Master's-in-physical-education, any-life-science, physiology, theater-arts, kinesiology, humanities, performing-arts-or-music-OR-¶ the-equivalent-(none-accepted)×		¤
<u>Absalon</u> , Merquisedet×	Adjunct-Engineering- (Drafting)×	Any-bachelor's-degree-or-higher-and-two-years-of-professional-experience, or-any-associate-degree-and-six-years-of-professional-experience-(#1,2)×	BS-Engineering-CSUN, plus-over-2-years-exp.×	¤
<u>Grattidge</u> , Shoshana×	Adjunct-Early-Childhood-Education×	Master's-in-child-development, early-childhood-education, human-development, home-economics/family-and-consumer-studies-with-a-specialization-in-child-development/early-childhood-education-or-¶ educational-psychology-with-a-specialization-in-child-development/early-childhood-education-¶ OR-Bachelor's-in-any-of-the-above-¶ AND-Master's-in-social-work, educational-supervision, elementary-education, special-education, psychology, bilingual/bicultural-education, life-management/home-¶ economics, family-life-studies-or-family-and-consumer-studies-¶ OR-the-equivalent-(none-accepted)×	BA-in-Child-Development, CSUN-and-MA-Education/Educational-Psychology, CSUN×	¤
<u>Listro</u> , Tina×	Adjunct-Early-Childhood-Education×	×	BA-Child-Development, CSUN, MA-Education/Educational-Psychology, CSUN×	¤
<u>Munguia</u> , Monica×	Adjunct-Early-Childhood-Education×	×	MA-Special-Education-Early-Childhood, CSUN×	¤
DeLuca, Peter×	Adjunct-Economics×	Master's-in-economics-¶ OR-Bachelor's-in-economics-AND-Master's-in-business, business-administration, business-management, business-education, finance-or-political-science-¶ OR-the-equivalent-(none-accepted)×	BA-Economics, Columbia-University, MA-Business-Administration, DeVry-University×	¤

Robertson, Tony×	Adjunct-Economics×	×	BA-in-Economics, CSU-Bakersfield, MA-Business-Administration, CSU-Bakersfield×	¤
Lopez, Lizette×	Adjunct-Education×	Master's-in-education-¶ OR-the-equivalent-(none-accepted)×	MA-Education/Educational-Psychology, CSUN×	¤
Riley, April×	Adjunct-Education×	×	MA-Education, National-University×	¤
<u>Siner</u> -Byers, Michele×	Adjunct-Education×	×	MA-Education, Claremont-Graduate-University×	¤
Rogers, Christopher×	Adjunct-Emergency-Medical-Technologies×	Any-bachelor's-degree-or-higher-and-two-years-of-professional-experience, or-any-associate-degree-and-six-years-of-professional-experience-(#1,2)×	BS-Public-Health, CSUN, plus-over-2-years-exp.×	¤
Sullivan, Teresa×	Adjunct-Emergency-Medical-Technologies×	×	<u>Ed.D.</u> Walden-University-plus-over-2-years-exp.×	¤
Barker, Tim ¶ ×	Adjunct-Engineering×	Master's-in-any-field-of-engineering-¶ OR-Bachelor's-in-any-of-the-above-AND-Master's-in-mathematics, physics, computer-science, chemistry-or-geology-¶ OR-the-equivalent-(none-accepted)¶ (NOTE: A-bachelor's-in-any-field-of-engineering-with-a-professional-engineer's-license-is-an-alternative-qualification-for-this-discipline.)×	MS-Electrical-Engineering, CSULA×	¤
<u>Jafari</u> , Hamid×	Adjunct-Engineering×	×	Ph.D.-Biological-&-Agricultural-Engineering, North-Carolina-State-University×	¤
<u>Swarup</u> , Ashitosh×	Adjunct-Engineering×	×	MS-Electrical-Engineering, UCLA¶ ×	¤
Francois, <u>Angeli</u> ×	Adjunct-English×	Master's-in-English, literature, comparative-literature, or-composition-¶ OR-Bachelor's-in-any-of-the-above-AND-Master's-in-linguistics, TESL, speech, education-with-a-specialization-in-reading, creative-writing-or-journalism-¶ OR-the-equivalent-(#1)×	MA-English, National-University×	¤
Williams, Heidi×	Adjunct-English×	×	MA-English, CSU-Chico×	¤

Galvan, Anthony	Adjunct-History	Master's-in-history-¶ OR-Bachelor's-in-history-AND-Master's-in-political-science, humanities, geography, ¶ area studies, women's studies, social-science-or-ethnic-studies-¶ OR-the-equivalent-(none-accepted)	BA-History, UC-Riverside, MA-Humanities, Mt. Saint-Mary's-University
Heaton, Warren	Adjunct-History	×	MA-History, University-of-Arizona
Thomasson, Brian	Adjunct-History	×	Ph.D.-History, UC-Santa-Barbara
Heller, Debra	Adjunct-Interior-Design¶ ×	Any-bachelor's-degree-or-higher-and-two-years-of-professional-experience, or-any-associate-degree-and-six-years-of-professional-experience-(#1,2)	BFA-Interior-Architecture, Woodbury-University-plus-2-years-exp.
Wolfe, Michael¶ ×	Adjunct-Interior-Design	×	BA-Theater, Pomona-College-plus-2-+years-exp.
Gabay, Leora	Adjunct-Kinesiology/Physical-Education	Master's-degree-in-kinesiology, physical-education, exercise-science, education-with-an-emphasis-in-physical-education, kinesiology, physiology-of-exercise-¶ or-adaptive-physical-education-¶ OR-Bachelor's-degree-in-any-of-the-above-¶ AND-Master's-degree-in-any-life-science, dance, physiology, health-education, recreation-administration-or-physical-¶ therapy-¶ OR-the-equivalent-(#1)	MS-Kinesiology-CSUN
Rieck, Garrett	Adjunct-Kinesiology/Physical-Education	×	MS-Kinesiology, CSU-Chico
Tehrani, Farzad¶ ×	Adjunct-Kinesiology/Physical-Education	×	MS-Kinesiology, CSUN
Anahit Asadyan¶ ×	Adjunct-Mathematics	Master's-in-mathematics-or-applied-mathematics-¶ OR-Bachelor's-in-either-of-the-above-AND-¶ Master's-in-statistics, physics-or-mathematics-education-¶ OR-the-equivalent-(#1)	MS-Applied-Mathematics, Yerevan-State-University-(Degree-Evaluated-by-WES)
Berbervan Toros	Adjunct-Mathematics	×	MS-Applied-Statistics, CSU-Long-Beach

Hernandez, Beverly	Adjunct-Mathematics	×	MS-Mathematics, CSUN
Riasti, Mohamadreza¶ ×	Adjunct-Mathematics	×	MS-Mathematics, University-of-Alabama-at-Birmingham
Tran, Chinh¶ ×	Adjunct-Mathematics	×	MS-Mathematics, CSU-Channel-Islands
Overdevest, Jennifer	Adjunct-Multimedia	Any-bachelor's-degree-or-higher-and-two-years-of-professional-experience, or-any-associate-degree-and-six-years-of-professional-experience-(#1,2)	BA-Radio, Television-Broadcasting, CSUN, plus-over-two-years-exp.
Yassin, Kemal¶ ×	Adjunct-Physics	Master's-in-physics, astronomy-or-astrophysics-¶ OR-Bachelor's-in-physics-or-astronomy-AND-¶ Master's-in-engineering, mathematics, meteorology-or-geophysics-¶ OR-the-equivalent-(none-accepted)	MS-Physics, CSUN
Berrenson, Eric	Adjunct-Psychology	Master's-in-psychology-¶ OR-Bachelor's-in-psychology-AND-¶ Master's-in-counseling, sociology, statistics, neuroscience-or-social-work-¶ OR-the-equivalent-(none-accepted)	MA-Psychology, Phillips-Graduate-Institute
Monica, Kimberly	Adjunct-Psychology	×	MA-Psychology, CSUN
Cruz, Luciano	Adjunct-Sociology	Master's-in-sociology-¶ OR-Bachelor's-in-sociology-AND-Master's-in-anthropology, any-ethnic-studies, social-work-or-psychology-¶ OR-the-equivalent-(#1)	MA-Sociology, San-Diego-State
Garcia, Gary	Adjunct-Sociology	×	MA-Sociology, CSUN
Goldberg, Siobhan	Adjunct-Sociology	×	MA-Sociology, CSUN
Harris, Brandon	Adjunct-Sociology	×	MA-Sociology, CSU-Dominguez-Hills
Loprieno, Daniele	Adjunct-Sociology	×	MA-Sociology, CSUN
Sabbah, Karen	Adjunct-Sociology	×	MA-Sociology, CSUN
Stembridge, Sarah	Adjunct-Sociology	×	MA-Sociology, CSUN
Lara, Luis-Diego	Adjunct-Spanish-(Foreign-Languages)	Master's-in-the-language-being-taught-¶ OR-Bachelor's-in-the-language-being-taught-¶ AND-Master's-in-another-language-or-linguistics-¶ OR-the-equivalent-(#1)	MA-Spanish, CSUN

Brief, Kevin	Adjunct Theatre (Drama/Theater Arts)	Master's or Master of Fine Arts in drama/theater arts/performance OR Bachelor's or Bachelor of Fine Arts in drama/theater arts/performance AND Master's in comparative literature, English, communication studies, speech, literature or humanities OR the equivalent ( # 1 )	MFA Arts, Florida State University
--------------	---	--	------------------------------------

## AP 4023 ACADEMIC DEPARTMENTS

*Reference: Education Code Section 78015(a)(1), 78016(a); Title 5, Section(s) 51022, 53203(d) (1), 55130;*

### 4023.1 Definitions

- a. Academic Department - “academic department”, hereinafter referred to as “department”, is an organizational structure composed of one or more related disciplines.

### 4023.2 Proposals for Academic Department Initiation, Merger, Splitting or Renaming

- a. Formal written proposals are required for any and all categories of new departments. Such proposals shall be brought to the Academic Senate. The Chief Instructional Officer or any full-time faculty member may initiate proposals to create new, additional departments.

- 1. Categories/Types of New Departments

- i. Proposed departments that constitute new disciplinary focus in the District and that do not impact any existing department.

- A. If the new discipline/departmental proposal includes a proposed new educational program, that proposed educational program must first be approved through BP and AP 4021 before the new department proposal can be advanced.

- ii. Proposed departments that merge two existing departments.
    - iii. Proposed departments that merge at least one existing department and at least one newly constituted discipline not currently found within the structure of the Office of Academic Affairs.
    - iv. Departments resulting from a proposal to split an existing department into two or more departments.
    - v. Proposals to rename an existing department without splitting or merging the department.
    - vi. Proposals to rename an existing department as the result of a proposal to merge or split a department.
  - (Some proposals may fall within more than one category of “new” departments.)*

- b. Upon receipt of the written proposal the Academic Senate will send the proposal to the Program Viability Committee for review. **The Program Viability Committee shall assume the responsibility for all AP 4023 proposals and will process them in accordance with the established standards of AP 4023.**

- c. Program Viability Committee Functions (for AP 4023 proposals):

- 1. Determining the initial proposal’s evidentiary sufficiency per Section 4023.2(g) of this procedure.

2. Gather all qualitative and quantitative evidence into a narrative written report.
  3. Make recommendations to the Academic Senate as to the proposals validity.
  4. Use as its guiding principles for recommendation, the following:
    - i. The proposed department is based on the need of the District and not other national or regional standards alone.
    - ii. The District planning mechanisms have collaboratively and democratically prioritized this proposal.
    - iii. The District has the funding resources to sustain the proposed department successfully, equitably and in accordance with all relevant collective bargaining agreements.
    - iv. **The proposal must contain a feasible implementation plan** addressing all impacted areas and collective bargaining agreements.
- d. The written proposal shall address the following issues:
1. How will the proposal help the students of the college?
  2. Is the proposal part of a program review recommendation? If not, what has changed since the last program review that would support the proposal?
  3. What is the proposal's impact on existing students and faculty members?
  4. Does the Office of Academic Affairs support the proposal? Please explain, why or why not?
  5. Will the proposal provide for a more effective use of time, resources, and faculty? If so, please explain how and why?
  6. Is the proposal similar to the departmental structures at other institutions? How and why is it the same or different in nature?
  7. Is the size of the proposed department a relevant factor to consider? If so, why?
  8. Would the proposal have any impact on negotiated agreements with either of the two faculty unions? If so, how?
  9. **Would there be any resulting changes to curriculum, and if so, what is the intended timeline for implementation** and approval by the curriculum committee?
    - i. *Close consultation with the Curriculum Chair, Counseling Office and Articulation Officer is required.*
  10. CCC, CSU and UC Considerations:
    - i. Is the intended curriculum similar in structure to its equivalent found at the CSU or UC system?
    - ii. Is the proposed department's academic discipline common to the California Community College system and mission?
    - iii. Does the proposed department's academic discipline currently exist at other community colleges? And if so, what region and how frequently within the state system?
  11. Will the creation of the department result in new certificates, licenses, degrees or transfer degrees? What will they be?
  12. Are there any additional issues raised by the Senate or the Instruction Office? If so, please explain.
  13. Why is the creation of a department and its associated administrative structure



necessary to achieve programmatic success?

14. Can the proposed department be absorbed into an existing department?

15. Will existing full-time faculty be assigned or transferred to the new Department?  
And, if so, has funding been secured to provide replacement for any vacancies created by this transfer?

**16. The proposal must include a feasible implementation plan, to include funding for at least three years.**

e. The Program Viability Committee shall submit its written report to the full Academic Senate. The report shall, in essence, create a narrative describing the rationale for the recommended approval or denial of the proposal. The proposal will be forwarded to the Chief Instructional Officer and the Academic Senate at its next scheduled meeting. The Academic Senate must schedule at least two reads of the proposal before taking action. Unless approved by a majority of a quorum of voting members of the Academic Senate, the proposal will not be advanced. All proposals must be expressly approved by the President of the College of the Canyons Faculty Association (COCFA) to ensure that implementation of the proposal will not be hindered by, and the District will be able to honor, all existing bargaining contract provisions. ~~All proposals submitted to the Academic Senate must contain an implementation plan.~~ If the proposal is approved by the Academic Senate and there is mutual agreement between the Academic Senate and the Chief Instructional Officer, the proposal will be advanced for implementation.

#### 4023.3 Implementation

a. Unless a specific implementation date is detailed in the approval process, implementation will take place at the start of the next academic year.

b. If the proposal results in substantive alterations to curriculum or student expectations, the initiation, merger, split or renaming must be approved and completed by the print deadline for the coming academic year college catalogue.

c. All appropriate college offices shall be notified for any changes required in the college catalog, brochures, and other publications;

d. Pilot Department Status

All newly initiated departments shall be deemed pilot departments for a period of three years. An annual status report must be provided to the Academic Senate at the conclusion of the first, second and third year of the department's existence. The original proposing party, or Department Chair of the initiated department, shall present the reports.<sup>1</sup>

1. Staffing – the authorization to hire full time staff to support any new Department may need to be restricted until the conclusion of the three-year pilot process. Any recommendations to restrict full-time staffing shall be determined and implemented

---

<sup>1</sup> The level of detail required in the reports will vary. The content of the reports shall correlate to the nature and context of the original proposal and the department/program content's historical existence on campus.

through the regular and existing institutionalized District staffing processes.

## 2. Required Reporting Content

- i. Year One Report – the report shall be an informational status update to include evidence of the department’s growth, success and challenges to date.
- ii. Year Two Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s likelihood for sustainable success by the end of its third year.
- iii. Year Three Report – the report shall quantify the original proposal’s projections that were included in the quantitative and qualitative evidentiary requests listed in Section 4023.2(g) of this procedure. The report shall also include a substantiated projection as to the department’s immediate institutional sustainability.

## 3. Final Approval

Upon receipt of the Year Three Report the Academic Senate will make a determination as to whether the pilot department shall be approved as permanent. Approval will be secured by a majority vote of a quorum of the Academic Senate. The CIO must concur with the Academic Senate for the outcome of the vote to be final. If the Academic Senate and CIO disagree on the outcome the parties will continue to meet until consensus is reached.

- i. Discontinuance – all pilot departments failing to receive approval for permanent status after the third and final year will be deemed strictly discontinued requiring an immediate implementation.

4023.4 This procedure is considered as one of the “other academic and professional matters” describe in Board Policy on Faculty Involvement in Governance (BP #7215). It is an area where the Senate and the District will reach mutual agreement.

*Revision Approved by Academic Senate 11/07/2013 Revision Approved by Academic Senate 05/19/2016*

## AP 7121 Minimum Qualifications and Equivalencies

### Reference:

Education Code 87001, 87003 and 87743.2

Title 5 Sections 53400 et seq.

Minimum Qualifications for Faculty and Administrators in California Community Colleges 2016 (CCCCO publication, 2012)

Equivalence to the Minimum Qualifications (ASCCC publication, 2016)

ASCCC Curriculum Committee website: <http://www.ccccurriculum.net/about-us/>  
accessed August 5, 2012.

### I. MINIMUM QUALIFICATIONS

It is the philosophy of the ASCCC and of the Academic Senate of College of the Canyons that faculty hiring procedures and guidelines provide for qualified college faculty who are experts in their subject areas, who are skilled in teaching and serving the needs of a varied student population, who can foster overall college effectiveness, and who are sensitive to and themselves represent the racial and cultural diversity of the students they serve. The Board of Trustees, represented by the administration, has the principal legal and public responsibility for ensuring an effective hiring process. The faculty, represented by the Academic Senate, has an inherent professional responsibility to ensure the quality of its faculty peers through the development and implementation of policies and procedures governing the hiring process.

The Office of Human Resources, in consultation with the Academic Senate's Minimum Qualification and Equivalencies Committee and the Department Chairs, evaluates the minimum qualifications of an applicant to teach in a discipline at COC. The determination is based on the requirements determined by the Board of Governors of the California Community Colleges in consultation with the Academic Senate for the California Community Colleges (ASCCC) and published in the *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List." Minimum qualifications are determined for disciplines, not for courses or subject areas within disciplines, not for programs or for divisions/**schools**.

Disciplines are divided into 3 categories:

1. Disciplines requiring a Master's degree
2. Disciplines in which a Master's degree is not generally available
3. Disciplines in which a Master's degree is not generally available but which requires a specific Bachelor's or Associate degree.

Title 5 regulations also specify minimum qualifications for additional faculty members, including health services professionals, non-credit instructors, apprenticeship instructors, Disabled Student Programs and Services personnel, Extended Opportunity Programs and Services personnel, learning assistance and tutoring coordinators, and work experience coordinators.

The minimum qualifications for disciplines, in which a Master's degree is not generally available, are one of the following:

1. Any Bachelor's degree and two years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

2. Any Associate degree and six years of professional experience directly related to the faculty member's teaching assignment. Professional experience includes both work/occupational experience and teaching experience.

#### **a) EQUIVALENCY TO THE MINIMUM QUALIFICATIONS**

The faculty in each discipline determine whether they will accept equivalencies to the minimum qualifications to teach in their discipline.

Beginning in 2015 and every five years thereafter, the discipline/department faculty will review, decide, and inform the Academic Senate whether the discipline will accept equivalencies to the minimum qualifications. These decisions will be presented to the Academic Senate at the second Academic Senate meeting of the academic year.

If a discipline needs to make a change in their acceptance of equivalencies prior to the Senate's established five-year cycle due to Board Certification or other professional requirements, such as in Nursing or Paralegal Studies, the department must make a request to the MQE Committee to make a change off cycle in the acceptance of equivalencies.

#### **b) BURDEN OF PROOF AND QUESTIONABLE MINIMUM QUALIFICATIONS**

The burden of proof, with regard to the degree and with regard to experience, is on the applicant. Clear and thorough evidence with substantiating documentation must be presented with the application for employment. The Human Resources Office will verify minimum qualifications using the published *Minimum Qualifications for Faculty and Administrators of California Community Colleges*, also known as the "Disciplines List."

Applications with questionable minimum qualifications will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If an agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

Information and links to past and current disciplines lists are available on the Academic Senate's website at [www.canyons.edu/offices/Acad\\_Sen](http://www.canyons.edu/offices/Acad_Sen).

## **II. EQUIVALENCY TO A DEGREE**

AB1725 provides for the hiring of faculty who do not meet minimum qualifications, provided that "the governing board determines that he or she possesses qualifications that are at least equivalent" (title 5, Sec 87359). The criteria and process for reaching this judgment must be determined jointly by the Board of Trustees of a Community College District and the Academic Senate (Title 5, Sec 53430).

Together, they are responsible for establishing and monitoring the process to assure its fairness, efficiency, and consistent adherence to maintaining standards. The agreed upon process includes reasonable procedures to ensure that the governing Board of Trustees relies primarily upon the advice and judgment of the Academic Senate to determine that each individual faculty employed possesses qualifications that are at least equivalent to the applicable minimum qualifications specified in **the published** *Minimum Qualifications for Faculty and Administrators of California Community Colleges*.

The process also requires that the Academic Senate be provided with an opportunity to present its views to the Board of Trustees before the governing board makes a determination; and that the written record of the

decision, including the views of the Academic Senate, shall be available for review pursuant to Education Code Section 87358. Until a joint agreement is reached and approved, the faculty member will be bound by the minimum qualification.

The authority to determine equivalent qualifications allows College of the Canyons (COC) to hire the most qualified individuals. The standards of the disciplines list published in the Minimum Qualifications for Faculty and Administrators of California Community Colleges cannot be waived. The fact that a particular candidate is the best that the college can find does not affect the question of whether he or she possesses equivalent qualifications. Professional experience includes both work/occupational experience and teaching experience. Regardless of staffing needs, faculty must meet the minimum qualifications or equivalency. Care has been given in this document to establish guidelines for equivalent criteria and to draft a supplemental application page that elicits relevant information. Determination of equivalency must be done fairly and expeditiously while maintaining the standards of AB1725.

#### **a) CRITERIA FOR DETERMINING DEGREE EQUIVALENCY**

As per the paper, Equivalence to the Minimum Qualifications adopted by ASCCC in spring 1999 and revised spring 2016, the Academic Senate believes that faculty members must exemplify to their students the value of an education that is both well-rounded and specialized. Therefore, the Academic Senate supports the following basic principles for granting equivalency:

1. Equivalent to the minimum qualifications means equal to the minimum qualifications, not nearly equal
2. The applicant for an equivalency must provide evidence of attaining coursework or experience equal to the general education component required of an Associate or Bachelor degree
3. The applicant for an equivalency must provide evidence of attaining the skills and knowledge provided by specialized course work component required for a major in an Associate, Bachelor's or Master's degree

The Academic Senate has developed procedures to meet the responsibility to determine equivalencies when an applicant for a faculty position, though lacking the exact degree or experience specified in the disciplines list, nonetheless does possess qualifications that are at least equivalent. The equivalency process is, by statute, is one upon which the Board of Trustees and the Academic Senate jointly agree.

The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

The equivalencies established in this document will apply to new full-time and part-time faculty employees hired after June 1, 2014. Current full-time faculty employees of the district hired prior to this date are subject to prior established equivalencies. Prior part-time faculty employees will be grand-fathered under the prior equivalencies but they must meet new equivalencies starting June 1, 2014, if they have not taught in the district for three continuous years.

**b) EQUIVALENCY TO A MASTER DEGREE**

(Applies to disciplines in category 1 – Disciplines requiring a Master's degree)

*Revised 2016<sup>1</sup>*

In order to establish the equivalent of a Master's degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Master's degree in a requested discipline lies with the applicant. Documentation must include ~~one of~~ the following ~~two options~~:

An official transcript documenting successful completion of any Master's degree from an accredited institution of higher education ~~learning~~ AND official transcripts documenting successful completion of 24 semester units in the discipline at the upper division and graduate level, a minimum of which must be 12 graduate level semester units.

An applicant who does not provide conclusive evidence in regard to all sections of an option above does not possess the equivalent of the Master's degree in question. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for the relevant degree but the degree has another name. A review of the transcript might show that the coursework completed is the same as the coursework required by the Master's program and establishes that an applicant does have the broad background and depth of experience to be judged equivalent to the content of the academic work of the Master's degree in question.

<sup>1</sup> On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

**c) EQUIVALENCY TO A BACHELOR DEGREE**

(Applies to disciplines in categories 2 and 3 – Disciplines in which a Master’s degree is not generally available)  
*Revised 2016<sup>1</sup>*

In order to establish the equivalent of a Bachelor’s degree in a requested discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to a Bachelor’s degree lies with the applicant. Documentation of equivalency must meet the requirements of one of the following two options:

**Option 1**

The applicant must submit an official transcript documenting successful completion of 120 semester units of college coursework **at an accredited institution of higher learning**. The transcript must include successful completion of 60 semester units of lower division and 60 semester units of upper division coursework. Also, the transcript must include successful completion of 36 semester units of general education courses as described in ~~the Academic Senate’s approved Operating Procedures for The Minimum Qualifications and Equivalency Committee (MQE) to Determine Equivalencies to Minimum Qualifications~~ **Academic Procedures 7121 Minimum Qualifications and Equivalencies** and 24 discipline-specific semester units in courses for any one discipline-specific major. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

**Option 2**

The applicant must submit an official transcript documenting successful completion of a combination of a minimum of 80 semester units of college coursework at an accredited institution of higher learning including the general education course units, as described in ~~the Academic Senate’s approved Operating Procedures for The Minimum Qualifications and Equivalency Committee (MQE) to Determine Equivalencies to Minimum Qualifications~~ **Academic Procedures 7121 Minimum Qualifications and Equivalencies**, required for the Bachelor’s degree and documented and verifiable evidence of 640 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

<sup>1</sup> On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

## **General Education for the Bachelor Degree**

To meet the general education requirements for the Bachelor's degree, the applicant must include an official transcript documenting successful completion of a minimum of 36 semester units including 3 semester units in each of the following courses. A passing grade on a CLEP, IB, or AP exam are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

- English Composition (Expository writing)
- Critical Thinking (e.g. Logic, Argumentation, Composition based on analytical reading)
- Oral Communications (e.g. Public Speaking, Group Communications)
- Physical Science\* (e.g. Astronomy, Chemistry, Environmental Science, Geology, Oceanography, Physical Geography, Physical Science, Physics)
- Biological/Life Science\* (e.g. Biology, Physical Anthropology)
- College Level Math (e.g. Mathematics above Intermediate Algebra)
- Fine/Performing Arts (e.g. Animation, Art, Dance, Design, Graphic Design, Music, Photo, Theater)
- Humanities (e.g. Foreign Language, Humanities, Literature, Philosophy) One course in either Fine/Performing Arts or Humanities
- One course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A second course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- A third course in Social and/or Behavioral Science (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)

\* One of the Physical or Biological science courses above must include a laboratory.

An applicant who does not provide conclusive evidence in regard to both general education and major courses does not possess the equivalent of a Bachelor's degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component. No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses/thesis for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of a Bachelor's degree.



**d) EQUIVALENCY TO AN ASSOCIATE DEGREE**

(Applies to disciplines in categories 2 and 3)

*Revised 2016<sup>1</sup>*

In order to establish the equivalent of an Associate degree in a discipline, applicants must show possession of at least the equivalent in level of achievement, breadth, and depth of understanding. The responsibility for supplying documentation to verify equivalency to an Associate degree in a requested discipline lies with the applicant/candidate. Documentation of equivalency must meet the requirements of one of the following options:

**Option 1**

The applicant must submit an official transcript documenting successful completion of 60 units of college coursework **at an accredited institution of higher learning**. The transcript must include 15 units of general education courses as described ~~below~~ **in Academic Procedures 7121 Minimum Qualifications and Equivalencies**. Also, the transcript must include 18 units of discipline-specific units for any one discipline-specific major. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

**Option 2**

The applicant must submit an official transcript documenting successful completion of a minimum of 40 units of college coursework at an accredited institution of higher learning including a minimum of 18 general education course units as described ~~below~~ **in Academic Procedures 7121 Minimum Qualifications and Equivalencies** and required for the Associate degree and documented and verifiable evidence of 320 hours of significant professionally sanctioned discipline-specific training through certification courses, approved apprenticeships, and licensing programs in the requested discipline. Examples of approved training programs include but are not limited to those provided by labor unions, state and national certification boards, and governmental agencies. Credits on a CLEP, IB, or AP exam, credits by exam, and credits on a military transcript are acceptable.

<sup>1</sup> On November 10, 2016, the College of the Canyons Academic Senate voted to remove the following Equivalencies that were first established in 2013: Equivalency to a Masters Option #2 • Equivalency to a Bachelors Option #3 • Equivalency to an Associates Option #3.

## **General Education for the Associate Degree (Title 5 Section 55063(b))**

To meet the general education requirements for the Associate degree or equivalent, the applicant must include an official transcript documenting successful completion of a minimum of 18 semester units from the course categories listed below and including a minimum of 3 semester units in each of the 5 areas. A passing grade on a CLEP, IB, or AP exam are equivalent to 3 units for the related general education course. Credits by exam are acceptable.

- Natural Science (e.g. Astronomy, Biology, Chemistry, Environmental Science, Physical Anthropology, Physical Science, Physics)
- Social Sciences (e.g. Cultural Anthropology, Economics, History, Political Science, Psychology, Sociology)
- Humanities (e.g. Art, Dance, Design, Foreign Language, Humanities, Literature, Music, Philosophy, Photography, Theater)
- English Composition (Expository writing)
- Communication and Analytical Thinking (oral communication, mathematics at minimum one level below transferable, logic, statistics, computer language and programming)

An applicant who does not provide conclusive evidence in regard to both general education and major specific courses does not possess the equivalent of the Associate degree. The applicant is expected to provide evidence of equivalent preparation, and this evidence must be as reliable, objective, and thorough as a transcript. The applicant must show possession of the equivalent of not only specialized knowledge of a particular major, but also of the general education component.

No set amount of knowledge can be said to be equivalent to any degree; equivalency depends on the nature of the knowledge. Many criteria for determining equivalency seem obvious and can be handled in a simple manner. Others are more complicated. One easy-to-address situation occurs when someone has all the appropriate courses for a degree but the degree was never granted. A review of the transcript might show that the coursework was completed and establishes that a candidate really does have the broad background and depth of experience to be judged equivalent to the content of the academic work of an Associate degree.

### **III. CRITERIA FOR DETERMINING EXPERIENCE**

In order to establish experience, a candidate must show possession of thorough and broad skill and knowledge for each of the following:

1. Mastery of the skills of the vocation thorough enough for the specific assignment and broad enough to serve as a basis for teaching the other courses in the discipline
2. Extensive and diverse knowledge of the working environment of the vocation.

Examples of documents in support of relevant experience might include:

- Documentation of prior teaching experience in the requested discipline.
- Employer statements or other evidence validating related work experience. In the case of self-employment, continuity of experience evidenced by presenting copies of relevant tax forms (schedule C or partnership forms) over the number of requested years.
- Documentation of apprenticeships and journeyman training.
- Examples of substantial evidence of work products that show a command of the discipline and time expended on the products.

### **IV. EQUIVALENCY COMMITTEE OF THE ACADEMIC SENATE**

#### a) APPLICATION TO REQUEST EQUIVALENCY

1. The ~~Application to Request Equivalency~~ **Request for Equivalency form** must be completed and attached to the application for employment together with official transcripts and/or other supporting documentation as evidence of equivalency and submitted to the Office of Human Resources. **Request for Equivalency to an Associate's Degree, to a Bachelor's Degree and to a Master's Degree forms are available on the Office of Human Resources Website: <http://www.canyons.edu/Offices/HumanResources/Pages/minimum.aspx>**
2. The Human Resources Office will verify equivalencies using the established equivalencies set out in this procedure. Applications with questionable equivalencies will be brought to the Department Chair of the discipline and to the Hiring Committee Chair for their review. If agreement cannot be reached between the Hiring Committee Chair and the Chair of the Department, the application will be brought to the MQE Committee of the Academic Senate for a resolution during fall and spring semesters and to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet.

To determine equivalencies for current full-time faculty when they request additional discipline assignments, applications will be sent to the Human Resources Department. Questionable applications will be sent to the MQE Committee for resolution or to the MQE Committee Chair or designee during the winter and summer terms when the MQE Committee does not meet

3. Decisions regarding equivalencies to the minimum qualifications for a discipline when an applicant for employment submits the application will be made prior to the hiring interview. If the discipline faculty members on the Hiring Committee do not reach a unanimous decision, the equivalency is not granted.
4. ~~An Application to Request Equivalency will be referred to the Equivalency Committee of the Academic Senate if a full-time faculty member requests an additional equivalency after hiring.~~ **If a full-time faculty member requests an additional equivalency after hiring, a Request for Equivalency form will be referred to the Equivalency Committee of the Academic Senate.** Official transcripts and other supporting documentation must be attached to the application and submitted to the Office of Human Resources. If the Equivalency Committee does not reach a unanimous decision, the equivalency is not granted. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.
5. A determination of equivalency does not guarantee a teaching assignment in the requested discipline.
6. Decisions of the Equivalency Committee will be **reported to Human Resources for a possible interview and upon hire** submitted to and approved by the Academic Senate in the same way that decisions of the Curriculum Committee are submitted to and approved by the Academic Senate.
7. In all equivalency procedures, the Office of Human Resources shall inform the applicant of the decision.
8. All records involved in equivalency proceedings, regardless of whether the equivalency was granted or not, shall be confidential. At the conclusion of the equivalency determination by the Equivalency Committee, the ~~Application to Request Equivalency~~ **Request for Equivalency form** and all supporting documents shall be returned to the Office of Human Resources.

#### b) COMMITTEE MEMBERSHIP

1. All faculty members serving on the committee shall be contract faculty.

2. Members of the committee will participate in annual training to take place at the first meeting of each academic year.
3. **Members of the committee will review the Administrative Procedures of the Minimum Qualifications and Equivalencies (AP 7121) each spring term of the academic year.**
4. All decisions of the Equivalency Committee will be made by vote of its members. A vote will not take place unless a quorum, as established by a majority of its members, is present.
5. The committee will have one faculty representative from each division/**school**. The Equivalency Committee may consult with discipline faculty for the requested discipline if no faculty member from the division/**school** where the discipline resides serves on the Equivalency Committee.
6. The committee will have two non-voting members from the Human Resources Office.
7. A full-time faculty member seeking an equivalency must abstain from deliberating on the determination of that equivalency if the faculty member making the request serves on the Equivalency Committee. In such a case, the committee must request an alternate faculty member from the division, which the faculty member represents on the committee.
8. The Committee will meet at least once a month during the fall and spring semesters, the date and time to be determined by the members of the committee.
9. A unanimous decision of the quorum (defined as 50%+1) must be reached by the Equivalency Committee or the equivalency is not granted. A member of the Committee who is not present when ~~an Request for Equivalency~~ **a Request for Equivalency form** is reviewed forfeits his or her right to vote. **Voting will take place at the scheduled monthly committee meetings, however, in the event when a timely vote must take precedence, voting may take place by email.**

#### **c) APPEAL PROCEDURE FOR CONTRACT FACULTY ONLY**

If a contract faculty member applies for equivalency for an additional discipline disagrees with the decision, the applicant may appeal by submitting new written documentation or clarifications to the Equivalency Committee. This appeal must be submitted within 15 contract days after the applicant has received notification of the committee's decision. The applicant may make an oral statement explaining this new material to the committee at its next scheduled meeting. The committee will deliberate again without the applicant present and the committee's decision shall be final. If a unanimous decision cannot be reached, the equivalency is not granted and the appeal process ends.

#### **d) RE-APPLICATION PROCEDURE**

If a current full-time or part-time faculty was denied an equivalency in the past but has after one academic year since completed additional coursework and/or possesses new supporting documentation, the applicant may re-apply for the equivalency. This is not an appeal; this is a re- application because of the time elapsed since the last equivalency decision. The Equivalency

Committee will review any and all records involved in past considerations of equivalency for that particular applicant, along with the new supporting documentation. Faculty members may not re- apply unless there is new

coursework and/or new supporting documentation. The re- application process is subject to the appeal procedure.

## SOURCES

1. Minimum Qualifications for Faculty and Administrators in California Community Colleges ~~2012~~ 2016 (CCCCO publication, ~~2012~~ 2016)  
<http://californiacommunitycolleges.cccco.edu/Portals/0/Reports/2016-Minimum-Qualifications-Report-ADA.pdf>
2. Equivalence to the Minimum Qualifications (ASCCC publication, 2016)  
<http://www.asccc.org/papers/equivalence-minimum-qualifications-1>
3. ASCCC Curriculum Committee website: <http://www.ccccurriculum.net/about-us/> accessed August 5, 2012.

Revised May 2017

Refresh Recommendations for Online Instructor Qualifications  
Submitted to and endorsed by the Ed Tech Committee on May 27,  
2015

Ed Tech Online Instructor Qualifications Sub-committee:  
Kelly Burke, Mike Gunther, Chad Estrella, Mindy Albee, James Glapa-Grossklag,  
Regina Blasberg, Katie Coleman, Diane Solomon

## Background

The 2014 ACCJC external evaluation team made the following recommendation:

*Recommendation 2. In order to increase institutional effectiveness, the team recommends that the College develop a systematic, on-going evaluation of its Distance Education courses and programs. The team further recommends that the data from the evaluations be integrated into the assessment and planning cycle of the College at the course, program, and institutional levels to ensure quality.*

In response to the recommendation above, and in recognition that the existing Online Instructor Qualifications were prepared by the Educational Technology Committee in October 2005 and approved by the Academic Senate in September 2006, the Educational Technology Committee convened a sub- committee to examine how to update and improve the Online Instructor Qualifications.

The group consisted of the faculty co-chair of Ed Tech, administrators from Distance Learning and IT, classified staff from Distance Learning and IT, a faculty department chair, and an adjunct faculty member.

The sub-committee met multiple times over the course of the semester, investigated current practices at other Community Colleges and gathered input during additional meetings and conversations with Jennifer Brezina, Ron Dreiling, Miriam Golbert, Diane Sionko, Diane Solomon, and Paul Wickline (this does not necessarily mean that these colleagues endorse these recommendations). The following outline and recommendations are the result.

## Outline

Current Modules	New Modules	Notes
	0. Technology baseline (self-paced, online)	Basic computer skills: network access, attachments, saving documents, etc.
1. LMS 1, 2, 3 (6 hours)	1. LMS 1, 2 (4 hours)	
2. Introduction to Online Teaching and Learning (ITL 106)	2. Introduction to Online Instruction (CETL)	

3. Section 508 accessibility	3. Section 508 accessibility	Project based: format a document, caption a video add alt tags to images, etc.
	(Above training recommended for all LMS users; required for hybrid and online instructors)	

	4. Certificate Renewal every 3 years (~2 hour self-paced, online)	Updates on: -Technology -New legal & accreditation requirements -Best practices -Reminders
--	---	--

## FAQs

1. What changes are being proposed?
  - a) Add a “technology baseline” assessment, to ensure that people who want to teach online know how to save files, send attachments, log in, etc. This will be online and self-paced.
  - b) Make the Section 508 training project-based. In addition to learning about accessibility, actually add alt tags to an image or use styles to format a class document.
  - c) Add a renewal requirement every 3 years to learn about new regulations and technology.  
This will be online and self-paced.
2. Will there be an easy place to find all this training information?  
Yes, Distance Learning will maintain a website with current training information.
3. Will I get FLEX credit for all of this?  
This sub-committee recommends that FLEX credit be provided.
4. Will I earn a certificate for completing the workshops?  
Yes, you will earn a certificate upon completing the training, which will be project-based and involve creating a class syllabus or course modules, for example.
5. Who will keep track of all this?  
This sub-committee recommends Professional Development do so.
6. Who will decide what should be covered in the basic computer skills assessment?  
Faculty and staff who have trained instructors, and seen the challenges that arise, have compiled a list of recommended topics: Mindy Albee, Anne Marengo, Thea Alvarado, and Katie Coleman.
7. Who will create the online basic computer skills assessment? IT will be asked to do so.
8. If I’m brand-new to the College, and I’ve taken training elsewhere, do I need to take this training?  
~~Yes.~~ Participating in the College’s training **is highly encouraged ensures that you are to become** aware of the practices and policies in place ~~here;~~ **however, subject to review by your department chair and the Director of Distance Learning, equivalencies can be requested.**
9. If I’ve been working here for a while and I’ve already taken equivalent training elsewhere, do I need to take this training?  
No, but you will need to complete the renewal process every 3 years.
10. If I’ve been working here for a while can I take equivalent training somewhere else?  
Yes, subject to review by your department chair and the Director of Distance Learning.
11. If I’ve taken the training here, do I have to go back and take the technology baseline assessment?  
No, but you will need to complete the renewal process every 3 years.
12. If I’ve taken the training here, will you accept an outside equivalent for the renewal process?



No substitution should be accepted for the renewal process.

13. When will all this start? If adopted, the new training should be in place within a year. Currently certified instructors should renew every 3 years.

14. The sub-committee recommends that:

a) Online instructors should be evaluated in their online courses periodically in accordance with established procedures in collective bargaining agreements.

b) Training should be free to participants.

Full-time Faculty and Adjunct Faculty should

## **AB 798 Update**

### **Current Activities**

#### **Adoptions**

- 212 OER sections for spring 2017, representing approximately 12% of for-credit offerings.
- Classes using OER in lieu of a textbook are double what it was a year ago.

#### **Staff**

- Hourly staff who assist faculty with OER are being supported by AB 798.
- Support staff conduct the initial search for OER, will copyedit, remix, format, and add images to OER for faculty.
- Support staff allow the faculty to be the subject matter expert and focus on the content rather than the logistics.

#### **Faculty Inquiry Groups (FIGS)**

- Math
- English
- Counseling (2 FIGS)
- Early Childhood Education
- The goal of the FIGS are to support faculty inquiry, not force adoption of OER.

## **Activities That Will Be Supported**

#### **Reading Apprenticeship**

- Training to promote close reading and composition skills for non-English faculty.
- Training designed around reading in a new medium with a focus on digital reading.

#### **Conferences**

- OpenEd-Anaheim
- Largest North American event on OER
- AB 798 funds will support 3 or 4 faculty to represent College of the Canyons.

College of the Canyons Institution-Set Standards (ACCJC) and Institutional Effectiveness  
Partnership Initiative (IEPI) Goal Setting Process for 2016-17

**Background:**

There are several major efforts that involve the use of indicators by California Community Colleges. Three of these efforts include Accountability Reporting for the Community Colleges, the Institutional Effectiveness Partnership Initiative (IEPI Indicators), and the Accreditation Commission for Community and Junior Colleges (ACCJC) Institution Set Standards.

California State Assembly Bill AB1417 (Pacheco) established the Accountability Reporting for the Community Colleges (ARCC) program that required the Board of Governors of the California Community Colleges to recommend to the Legislature and Governor a workable structure for annual evaluation of community college performance in meeting statewide educational outcome priorities. A set of indicators was developed and results for College of the Canyons have been presented to the SCCC Board of Trustees, Academic Senate, College Planning Team, (IE)<sup>2</sup> and the Classified Senate annually. The set of indicators has been revised and is commonly referred to as the Student Success Scorecard or ARCC 2.0. The following are the revised set of indicators:

- Completion (earning a degree or certificate; transferred, or became transfer prepared),
- Persistence (three consecutive terms),
- 30 Units (completing 30 units),
- Remedial (progression from basic skills to college level),
- Career Technical Education (earning a degree or certificate; transferred, or became transfer prepared for career technical education),
- Skills Builder (median percentage change in wages for students who completed higher level CTE coursework and left the system without receiving any type of traditional outcome such as transfer to a four year college or completion of a degree or certificate),
- Career Development and College Preparation (of the CDCP qualified students, those who earned a degree or certificate; transferred, or became transfer prepared, or CDCP certificate),
- Completion of transfer-level math or English in 1 and 2 years (new this year), and
- Degree and certificate completion.

The first four indicators above are also disaggregated by whether or not the students were prepared for college level courses. While the purpose of ARCC, as is indicated in its name, is accountability, the information is useful for internal planning purposes and is considered in combination with the other two efforts: IEPI Indicators and ACCJC Institution Set Standards.

**Timeline:**

The timeline for reviewing the Student Outcome related metrics is as follows (Please note that PAC-B reviews and set the targets for the fiscal indicators associated with IEPI):

- (IE)<sup>2</sup>: March 14, April 11 and May 9
- College Planning Team: April 17 and May 15
- Academic Senate: April 20 and May 11
- Classified Senate: April 18 and May 16
- Board of Trustees: June 14

**Supporting documentation for the Scorecard and IEPI metrics:**

*Scorecard Definitions:*

[http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2\\_0/Profile%20and%20College%20Specs%20Jan%202017%20d](http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/ARCC2_0/Profile%20and%20College%20Specs%20Jan%202017%20d)

*IEPI Definitions:* <http://extranet.cccco.edu/Portals/1/InstitutionalEffectiveness/Year-Three%20Defs%20and%20Guide/Definitions%20for%20Student%20Performance%20and%20Outcomes%20Metrics.Final.pdf>

*IEPI Information:* <http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>

Five Year Trend							Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
Student Performance Measure	06/07-11/12	07/08-12/13	08/09-13/14	09/10-14/15	10/11-15/16						
1. Completion Rate (2017 Scorecard)	Tracks a cohort of first-time freshmen with a minimum of 6 units who attempted any Math or English in the first three years and achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status. <u>Prepared</u> : First Math and/or English course attempted was college level. <u>Unprepared</u> : First Math and/or English course attempted was precollegiate.										
College-Prepared	79.4%	79.3%	80.3%	80.3%	78.8%	79.4%	0.6%	2	80%	N/A	Goal setting is optional but we've historically set one. Last year the 6-year goal was set to 80%. (IE)2 agreed to keep the goal at 80%. The committee did note that if the cohort size is going to increase due to the new math placement model and potential multiple measures changes in English more "unprepared" students are going through, rates may decrease slightly. IE2 should discuss if the blue highlighted cell can be the 6-year target.
	# in cohort:						3.0%	12			
							4.0%	16			
Unprepared for College	393						5.0%	20			This indicator was used as our "College Choice" goal in 2016 and will be used again this year. (IE)2 suggested to leave at the 6-year goal at 55%, which was the target set last year. The target can be adjusted next year. We will continue examining the impacts of the new math placement model and determine if a higher target should be set.
	50.0%	49.1%	53.0%	48.5%	51.8%	50.0%	2.0%	36			
	# in cohort:						3.0%	54			
Overall	1,803						4.0%	72			Goal setting is optional but has historically been set for this indicator. (IE)2 agreed to keep the 6-year goal at 60%.
	55.3%						5.0%	90	55%	50%	
	# in cohort:						2.0%	44			
	2,196	56.3%	59.1%	55.3%	56.9%	55.3%	3.0%	66			
							4.0%	88			
							5.0%	110	60%	N/A	
2. Remedial Rate (2017 Scorecard)	Tracks students enrolled in a credit basic skills math course who successfully completed the initial course that was two or more levels below transfer level. Improvement is defined as successfully completing a college-level course in math, English or ESL within six academic years of completing the first basic skills course in those disciplines.										
English	55.3%	49.8%	53.3%	51.5%	52.0%	55.3%	2.0%	47			Goal setting is optional but has historically been set for this indicator. Current work in the English FIG may impact this indicator. For this reason (IE)2 agreed to keep the 6-year goal at 60%.
	# in cohort:						3.0%	70			
	2,332						4.0%	93	60%	N/A	
Math	44.4%	34.8%	39.7%	38.8%	42.6%	44.4%	5.0%	117	45%	N/A	Goal setting is optional but has historically been set for this indicator. (IE)2 agreed to keep the 6-year goal at 45% because of recent change in placement. IE2 should discuss if the blue highlighted cell can be the 6-year target.
	# in cohort:						0.6%	14			
	1,909						2.0%	38			
ESL	43.1%	29.5%	28.9%	39.2%	52.0%	43.1%	3.0%	57			Goal setting is optional but has historically been set for this indicator. The 6-year goal remains at the 42% set last year until further discussion can be had with ESL faculty.
	# in cohort:						4.0%	76			
	116						2.0%	2	42%	N/A	
							3.0%	3			
							4.0%	5			
							Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
3. Transfer Level English Completion (2017 Scorecard)	Tracks first-time students who completed 6 units and attempted any English in their first year. Percentages show completion of transfer-level English in their first or second year.										
Within 1 Year	49.7%	26.5%	31.7%	42.3%	45.8%	49.7%	2.0%	45			New - goal setting is optional for this indicator. FYE is going to have 300 students completing transfer courses. (IE)2 felt that this goal could be set at 60%.
	# in cohort:						3.0%	67			
	2,226						4.0%	89	60%	51%	
Within 2 Years	72.0%	60.3%	63.2%	72.9%	70.5%	71.9%	2.0%	45			New - goal setting is optional for this indicator. The 6-year goal is suggested to be set at 83% because of FYE and other changes being discussed in the English department.
	# in cohort:						3.0%	67			
	2,226						4.0%	89	83%	73%	
							10/11	11/12	12/13	13/14	14/15
4. Transfer Level Math Completion (2017 Scorecard)	Tracks first-time students who completed 6 units and attempted any math in their first year. Percentages show completion of transfer-level math in their first or second year.										
Within 1 Year	20.1%	13.7%	15.5%	18.5%	17.2%	20.1%	2.0%	45			New - goal setting is optional for this indicator. FYE is going to have 300 students completing transfer courses. Also, recent changes in the math placement are already showing an increase for this indicator. (IE)2 felt that this goal could be set at 30%.
	# in cohort:						3.0%	67			
	2,226						4.0%	89	30%	22%	
Within 2 Years	36.9%	26.9%	28.5%	34.3%	33.1%	36.9%	2.0%	45			New - goal setting is optional for this indicator. The 6-year goal is suggested to be set at 47% because of FYE and the new math placement model.
	# in cohort:						3.0%	67			
	2,226						4.0%	89	47%	40%	
							10/11	11/12	12/13	13/14	14/15
7. CTE Completion (2017 Scorecard)	Tracks students who attempted a CTE course for the first-time and completed more than 8 units in the subsequent three years in a single discipline (2-digit vocational TOP code where at least one of the courses is occupational SAM A, B or C) and achieved any of the following outcomes within six years: Transferred to a four-year college; or earned an AA/AS; or earned a certificate (18 units or more); or achieved "Transfer Directed" status; or achieved "Transfer Prepared" status.										
Overall	56.7%	46.1%	47.7%	44.0%	47.4%	56.7%	2.0%	36			Goal setting is optional but has historically been set for this indicator. The most recent rate may be an anomaly so (IE)2 felt the goal should remain at the 46% set last year. IE2 should review and see if this can be increased to 49% in 6-years using the 2009/10 cohort as the baseline given the work being done with Strong Workforce (Doing What Matters).
	# in cohort:						3.0%	54			
	1,412						4.0%	73	49%	N/A	
							2011/12	2012/13	2013/14	2014/15	2015/16
8. Successful Course Completion (IEPI Portal)	Annual percentage of students who earn a grade of "C" or better (Fall term only).										
Overall	77.6%	76.8%	75.7%	75.5%	76.8%	77.6%	2.0%	1,047			Goal setting required by ACCJC and IEPI. (IE)2 felt the goal should remain at 78%, which was set several years ago but efforts should continue to look at historically difficult courses and their impact on students completion.
	# enrollments:						3.0%	1,570			
	52,348						4.0%	2,094	78%	78%	

	2011/12	2012/13	2013/14	2014/15	2015/16	Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
<b>9. Degree and Certificate Completion (IEPI Portal)</b> Number of Associate Degrees or Certificates completed in an academic year. Chancellor's Office approved awards are Associate of Arts, Associate of Science, Certificate requiring 18 to fewer than 30 semester units, Certificate requiring 30 to fewer than 60 semester units and Certificate requiring 60 or more semester units. Included below are low-unit certificates (less than 18 units) that are not Chancellor's Office approved.										
Degrees (duplicated)	1,618	1,092	847	1,354	1,359	1,618	2.0% 3.0% 4.0%	32 49 65	1,650 N/A	Goal setting optional. Exceeded the 1-year goal set in 2016 (goal was 1,500). The leap from 1359 to 1618 was partly a result of the practice in A&R to check certificate completion if a student is completing a degree, there ADT verifications have increased. The committee suggested setting the 6-year goal at 2% higher.
Certificates-Chancellor's Office approved-18 or more units (duplicated)	1,270	393	546	820	657	1,270	2.0% 3.0% 4.0%	25 38 51	1,295 N/A	Goal setting optional. Exceeded the 1-year goal set in 2016 (goal was 900). Nearly 58% were 30-60 unit certs. We also saw an increase in noncredit certificates reported. We'll see an increase because ADTs are rolling out. It was noted that the continuing student population has decreased. The 6-year goal will allow more time for Canyons Completes to be implemented. (e.g. more awareness among students based on efforts).
Certificates (low-unit: less than 18 units)	237	3	3	1	6	237	2.0% 3.0% 4.0%	5 7 9	242 N/A	This indicator is new in the IEPI portal. Goal setting optional. Includes Certificates of Specialization. COC recently increased the reporting of these low-unit certificates, which historically haven't been reported because they are not CCCC approved.

	2011/12	2012/13	2013/14	2014/15	2015/16	Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
<b>10. Degree and Certificate Completion (ACCJC Institution-Set Standard)</b> Unduplicated number of students receiving degrees and certificates.										
Degrees (unduplicated # of students)	1,410	1,048	819	1,300	1,251	1,410	2.0% 3.0% 4.0%	28 42 56	1,438 N/A	This is required by ACCJC. For reasons noted above for the degree volume metric in the IEPI portal the goal was set at a 2% increase.
Certificates (unduplicated # of students)	1,223	252	292	432	504	1,223	2.0% 3.0% 4.0%	24 37 49	1,247 N/A	This is required by ACCJC. For reasons noted above for the degree volume metric in the IEPI portal the goal was set at a 2% increase. Reporting of low unit certificates began in 2015-16 (noncredit and specializations). We also saw an increase in 30-60 unit certificates in 2015-16.

2016-17 Goal Setting for ACCJC Institution-Set Standards and IEPI Indicators

	2011/12	2012/13	2013/14	2014/15	2015/16	Long Term Goal Increase (6 years)	# of Additional Successes Needed	Proposed Long Term Goal (6 years)	Proposed Short-Term Goal (if applicable)	Notes
<b>11. Transfers to 4-year institutions</b> Number of students who transfer to a four-year institution, including CSU, UC, private and out-of-state universities										
Transfers (unduplicated # of students)	1,410	1,048	819	1,300	1,251	1,410	2.0% 3.0% 4.0%	28 42 56	1,438 N/A	This is required by ACCJC. The transfer increase was set at 2%.

Goals not set for the following metrics but will be revisited as the College gets started with the CA Guided Pathways Project:

5. **30 Units:** Tracks the percentage of first-time students with a minimum of 6 units who attempted any Math or English in the first three years and earned at least 30 units in the CCC system. Cohorts are tracked for six years.

6. **Persistence:** The percentage of first-time freshmen with a minimum of 6 units who attempted any Math or English in the first three years and enrolled in the subsequent three primary terms anywhere in the CCC system.

Coming soon:

12. **Number of Career Development and College Preparation Awards** – The number of CDCP certificates awarded.

13. **Median Time to Degree** – The median number of years from the time of a student's first enrollment in a CCC until the time they receive an AA, AS, or ADT degree.

14. **Career Technical Education (CTE) Skills Builder** – The median percentage change in wages for students who completed higher level CTE coursework in a given year in any program or field and left the system without receiving any type of traditional outcome such as transfer to a four-year institution or completion of a degree or certificate.

15. We have the option of identifying another metric and setting goals within the IEPI portal and the option of adding a Noncredit College Choice goal. The (IE)2 committee agreed to set a noncredit metric goal after the Noncredit PRT and COC has completed the work started as part of the PRT process.

Resources:

Scorecard Definitions [http://extranet.cccco.edu/Portals/1/IRIS/Research/Accountability/ARCC2\\_0/Profile%20and%20College%20Spec%20Jan%202017%20draft.pdf](http://extranet.cccco.edu/Portals/1/IRIS/Research/Accountability/ARCC2_0/Profile%20and%20College%20Spec%20Jan%202017%20draft.pdf)

IEPI Definitions <http://extranet.cccco.edu/Portals/1/InstitutionalEffectiveness/Year-Three%20Def%20and%20Guide/Definitions%20for%20Student%20Performance%20and%20Outcomes%20Metrics.Final.pdf>

IEPI Information <http://extranet.cccco.edu/Divisions/InstitutionalEffectiveness.aspx>